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ABSTRACT

The Florida Parent Education Follow Through Model emphasizes: (1) the training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary; (2) training the teacher in the use of paraprofessional personnel; and (3) development of materials for family use which take into account not only the school's goals for the child but also the family's expectations, goals, life style and value system. Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of weekly home visits to demonstrate to the mother tasks that have been devised in school to increase the child's intellectual competence and personal and social development. Parents' ideas and opinions are solicited and used in the program. The evaluation covered the areas of maternal teaching behavior, teacher-parent educator planning, parent educator teaching style, and parent educator evaluation of a home visit. In each community, six teachers and six parent educators were randomly selected for evaluation. Videotapes of home visits were made to provide for better evaluation. Appendices contain the instruments and instructions used in evaluation. (KM)

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Assistance to Local Follow Through Programs

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ANNUAL REPORT

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Institute for Development of Human Resources
Follow Through Project

ANNUAL REPORT

I. Rationale

A considerable body of research literature indicates that a major source of a student's pattern of achievement and motives for achievement, as well as his personality structure, is the home in which he grows up. The behavior and attitudes of his parents, as well as the nature of the physical setting and materials provided, have a direct impact on his behavior before and during the school years. In particular, three elements of the home may be categorized: demographic factors (housing, income, ethnic membership), cognitive factors, and emotional factors. The cognitive variables might be further defined as the amount of academic guidance provided, the cognitive operational level and style of the parents, the cultural activities they provide, the amount of direct instruction they engage in, their educational aspirations, their language structure, the frequency of language interaction, and the intellectuality they provide such as in books, magazines, and the like.

The parental emotional factors may be conceived of as the consistency of management and disciplinary patterns, the parents' own emotional security and self-esteem, their belief in internal versus external control of the environment, their own impulsivity, their attitudes toward school, the willingness to devote time to their children, and their patterns of work (Gordon, 1968, 1970). If these factors do contribute to child performance, then one phase of the educational program should be the education of parents to be aware of and use their talents to increase the achievement motivation, intellectual behavior, and self-esteem of the child. The Florida Parent Education Follow Through Program, therefore, was designed to work directly in the home, so that the home situation might lead to better school and life performance. Most parents are good parents, interested and concerned about their children, with high hopes for them. All parents can continue to grow and learn ways to work with their children, which helps them in school and life. The Florida Program assumes that parents are adequate; it is designed to enhance this adequacy.

Not all of the child's behavior, obviously, is a function of the home. The school itself plays an integral role in the intellectual and personality development of the child. The nature of the curriculum, the mode of teacher behavior, the classroom ecology, all influence not only immediate behavior but also patterns of behavior for the future. Any program of compensatory education needs to work not only in the home but also in the school. The Florida Program, therefore, provides ways of changing the classroom organization, teaching patterns, and influencing the curriculum in a Follow Through classroom through (1) the use of paraprofessionals and, (2) the development, by the teaching team (teachers and paraprofessionals) of appropriate home learning activities growing out of the classroom program, and the parents' desires and needs.

The program emphasis is on (1) the development of nonprofessionals as parent educators, and as effective participants in the classroom teaching process; (2) the development of appropriate instructional tasks which can be carried from the school into the home to establish a more effective home learning environment; and, (3) the development of parents as partners in the educational program for their children. Our belief is that the most effective program for children creates a partnership between home and school. The goals are to bring about changes in the learning environments, both home and school, so that the child's intellectual and affective development will be enhanced. To accomplish this, the key elements of the program are as follows:

Key Elements

Major elements of the program are (1) the training of mothers (two to each classroom) in the role of combined parent educator and teacher auxiliary; (2) training the teacher in the use of paraprofessional personnel; (3) development of materials for family use which take into account not only the school's goals for the child, but also, and equally, the family's expectations, goals, life style and value system; and, (4) involvement of the Policy Advisory Committee in all phases of the program.

Both teacher and parent educator are taught procedures for the development of teaching tasks. The parent education activity consists of periodic (preferably once a week) home visits in which the major activity is the demonstration and teaching of the mother in tasks that have been devised in school to increase the child's intellectual competence and personal and social development. A set of criteria (Appendix A) are used by the teaching team in both the development and assessment of their materials. Responsibility for curriculum development rests in the local community. In each community, a library of activities has been developed which can be used by any Follow Through teacher, regardless of grade level, when the activity matches the child and home. A learning activity (task) may be used for many children, or may fit just a few. These tasks are developed to enhance not only the cognitive or academic development of the child, but also to strengthen the parent-child bond, to involve siblings, both older and younger, in the Follow Through child's learning. They are not "homework," but game-type supplements. They are not designed as "remedial work" nor are they to be seen as serving "problem" children. They are for all children in the Follow Through classroom. As a part of the demonstration in teaching, the parent educator helps the parent understand the purposes of each task, how to perform it, and how to estimate the ability of the child to complete the task. But tasks are not a one-way street. The parent educator not only encourages the parents to develop their own adaptations of the material, she also actively solicits from the parents their ideas about activities which have worked for them, their suggestions for future tasks, and their views about schooling. These, in turn, are used by the Follow Through teachers and parent educators in the creation of new activities, with credit given to parent-originators. In this fashion the school is influenced by the home, and the parent is enhanced.

The parent educator also serves as the first line liaison person between the Follow Through program and the home. She serves as a referral agent for medical, dental, psychological and social services, by informing the mother of the existence of such services and, depending upon the community, establishing the contact between the home and a representative of these services. This requires that the parent educator understand the nature of other Follow Through and community services in addition to understanding her role in the task area. She also informs the parents about PAC meetings and other school functions, and encourages involvement not only in task development, but in the whole range of community-school relationships.

In the school, the parent educator serves as a teacher auxiliary implementing instructional activities through working with individuals or small groups on various learning tasks. A basic element in the Florida Program is the recognition of the paraprofessional as a member of the teaching team. Under supervision, parent educators perform a wide range of activities in the classroom, and are not confined to housekeeping, clerical or child care duties. Basic to the creation of sound home learning tasks is a knowledge of the child and his behavior in the classroom. By working with the children on school activities, the parent educator comes to know them. She thus can, after planning with the teacher, inform parents about the progress of the child.

The parent educator spends about half her time in home visits; her load being half the families in the class. Her remaining time is spent at school, working in the classroom, planning with the teacher, reporting to the teacher about her visits, and participating in inservice education. In several communities, organized staff development programs in local institutions of higher education offer the paraprofessional additional opportunities for personal career development.

A key person in the program is the classroom teacher. She supervises the classroom work of the parent educator and assists her in planning and implementing the parent education activities. She, with the assistance of the parent educators, develops and selects the home learning tasks. She briefs the parent educator before the visits, and receives her report after. In order to perform these duties, the teacher needs additional planning time, and many of the communities have built such time into their schedules. Further, the teacher receives effective technical help

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from a second or third adult in the classroom in carrying out the general goal of reaching each child. She finds that there is increased parent understanding and support for her efforts. She also learns ways to work with other adults which increase her professional competence.

Parents are encouraged not only to visit the school and the classroom, but to take part in working with children in the room. Parents are not seen as observers or bystanders, but as people who can contribute to the education of all children. Thus, in a room the teacher may have several adults carrying out a variety of learning activities. She becomes, then, better able to assess and meet individual needs because she is freed from the tyranny of large class instruction, and from the myth that children only learn when the teacher is teaching. She learns, through the creation of all home materials, ways to reorganize her classroom for individual and small group learning.

The community appoints a full-time coordinator who is responsible for all components of the Follow Through Program. The coordinator attends the workshop at the University of Florida and works closely with the program sponsor in implementing the Florida components.

II. Specific Program Goals

As stated above, we seek changes in the learning environments and in children. The changes we seek in learning environments are in adult behavior and attitudes rather than in the physical setting. Specifically, we aim for changes in:

1. For parents
    a. Increase parents' competence to teach own child.

   b. Increase the amount of time spent with the child on educational recreational activities.

   c. Increase the use of library and community resources.

   d. Increase attendance and participation in school and class functions.

   e. Increase the amount of family centered activities (meals, trips together).

   f. Raise the level of expectation for academic achievement for child.

   g. Raise the parents' feelings of interpersonal adequacy, competence.

   h. Increase parents' skill in relating to school, participating in PAC.

   i. Increase the feelings of internal control over one's life.

2. For children

   a. Raise the level of self-esteem.

   b. Increase cognitive development, ability to ask questions, to know evidence, manipulate materials, use abstract language, solve concrete problems, organize information.

   c. Increase achievement motivation.

   d. Increase acceptance and identity with one's social (ethnic) group.

   e. Increase respect for and acceptance of other children, other ethnic and social groups.

   f. Increase initiative and self-direction.

3. For classroom and school

   a. Increase teachers' skill in classroom management of other adults (paraprofessional and parents).

   b. Increase the teachers' skill in constructing focused curriculum materials (home learning tasks).

   c. More individualized instruction through use of other adults, and home learning tasks.

d. Develop differentiated staffing.

e. Increase parent educators' skill in working with parents.

f. Increase parent educators' skill in working with children and small groups.

g. Increase parent educators' skill in planning with teacher for both home and school.

h. Increase parent educators' self-esteem and sense of internal control.

i. Help teachers' morale.

j. Provide a model of home-school relationships for subsequent use in the school system.

It will be noted that, in keeping with our rationale, the changes are not only in home but in school, and in the relationship between them.

Not all of these goals were measured in 1971-72, and we counted heavily on the outside evaluator for data, especially on children's growth.

III. Procedures

A. Pre-service Training Program

1. Four workshops were held on the campus of the University of Florida, under EPDA funds, in the summer of 1971. Dr. W.F. Breivogel directed the workshops. The summer workshops were designed to provide orientation to new Follow Through personnel as well as to existing Follow Through personnel. The first workshop was conducted for coordinators and administrators in the communities of Richmond, Virginia; Philadelphia, Pennsylvania; Jonesboro, Arkansas; Yakima, Washington; Jacksonville, Florida; Lac du Flambeau, Wisconsin; Tampa, Florida; Winnsboro, South Carolina; Chattanooga, Tennessee; Lawrenceburg, Indiana; and Houston, Texas. During the first workshop, participants and Institute staff members analyzed both

strong points and weaknesses of last year's (1970-71) operation. The complete Florida Follow Through Model was presented starting with a verbal description and working into case studies, discussion of the measuring instruments used, together with their application and purpose, roles of PAC, principals and coordinators, relationship of comprehensive services to the model implementation and teacher-parent educator roles. Pre-post data collection and data monitoring were outlined and discussed. Liberal use of videotape was used throughout the workshop. State Department personnel and general consultants were also among those attending the workshop. These people also sat in on panels to describe their functions and what direction they thought Follow Through was taking. There were 102 participants from the eleven communities. The workshop lasted one week.

The second workshop was conducted for teachers and parent educators who had participated previously in the model. Again, all eleven communities were represented for the total participation of 113 teachers and parent educators. The second week was devoted to administering the instruments, home visits, task development, desirable teaching behaviors, and teacher-parent educator conference techniques. During this workshop, actual tasks were developed by the participants and task presentations were made to mothers and their children from Alachua County - the county surrounding the University of Florida. PAC and the teacher and parent educator role in this phase of Follow Through were also discussed.

The third workshop, one week, was conducted for personnel in the Alachua County EPDA Follow Through Research and Development Program for both teachers and parent educators. There were 28 parent educators and

14 teachers which represented teams of three at each grade level, K-6, in two schools in Alachua County. The purpose of this workshop was to orient these people to the parent education Follow Through Model. They were integrated into the fourth workshop with the people from the eleven original Follow Through communities.

The fourth workshop was for 159 teachers and parent educations new to the program. The same format as the second workshop was used with an additional week being allowed for more detailed coverage of items for new participants in the Florida Follow Through Model.

2. On-site workshops, of one week's duration, were held in each community for all Follow Through personnel (including comprehensive services staff). The administrators, teachers, parent educators, PAC chairmen and members who were at the University of Florida workshops served as a training staff cadre for the on-site workshops. One of the following Florida faculty served as as a consultant in the listed community for at least two days:

Chattanooga	Dr. W. Ware	August 25-26
Houston	Dr. J. Newell	August 19-20
Jacksonville	Dr. E. Jester	October 11-12
Jonesboro	Dr. A. Packer	August 23-24
Lac du Flambeau	Dr. E. Jester	August 18-19
Lawrenceburg	Dr. G. Greenwood	August 23-24
Philadelphia	Dr. B. Guinagh	September 1-2
Richmond	Dr. W. Breivogel	August 16-17
Tampa	Dr. B. Cage	September 23-25
Winnsboro	Dr. B. Brown	August 18-19
Yakima	Dr. B. Siegel	August 18-20

The program of the local, on-site workshop was designed to replicate insofar as possible the Florida workshop. Specific training was provided in: task development, home visiting, teacher-parent educator roles, observational and interview procedures for the parent educator to use in home visits (see HER and PEWR in Appendices 0) and local procedures for linkage between the educational component, comprehensive services, and PAC activities. It is not assumed that the program is ready to be fully implemented at termination of the workshop in new classrooms. We see the program as developmental throughout the year. The workshops are designed to enhance the skill of people who have been involved and to provide the entry skills for those for whom it is the first year.

B. In-service Program Support

1. Each community has a liaison officer. He is in constant communication with the community, and arranges for the consultant's visit, briefs the consultant on the local situation, and then receives a report from him about his trip.

The liaison officer's role is a critical one, since to a great degree our program is responsive to local conditions. Each liaison officer is a full-time regular faculty member of the College of Education, University of Florida, who is released by this department from teaching one course during the academic year for this responsibility. (Normal course load in Foundations is seven (7) five-hour courses; in Elementary Education, eight (8) four-hour courses). He is a basic member of the policy and administrative team. The liaison officers and consultants meet regularly as a "Follow Through group" to discuss the overall program, issues and problems of each community, plans for the future. This organization means that the Florida Program is a basic commitment of the Research and Development program of the College of Education, with strong implications for teacher education. The liaison officers are listed below:

Community	Liaison Officer	Rank	Department
Chattanooga	Dr. W. Ware	Asst. Prof.	Foundations
Houston	Dr. J. Newell	Professor	Foundations
Jacksonville	Dr. J. Litcher	Asst. Prof.	Elementary
Jonesboro	Dr. A. Packer	Asst. Prof.	Elementary
Lac du Flambeau	Dr. E. Jester	Assoc. Prof.	Foundations
Lawrenceburg	Dr. G. Greenwood	Asst. Prof.	Foundations
Philadelphia	Dr. B. Guinagh	Asst. Prof.	Foundations
Richmond	Dr. W. Breivogel	Asst. Prof.	Elementary
Tampa	Dr. B. Cage	Asst. Prof.	Foundations
Winnsboro	Dr. B. Siegel	Assoc. Prof.	Foundations
Yakima	Dr. B. Brown	Professor	Foundations

2. We provide two days of consultant service a month to the local community (see Appendix B which describes the basic ingredients of the consultant visit). The consultant schedule of visits made follows. It will be noted that the pattern of visits varies by community, and that "two days a month" is a guide. In communities such as Yakima and Lac du Flambeau, distance as well as local needs dictated a different pattern. The communities and liaison officers develop the best local approach.

3. During 1971-72, videotapes were used as a part of the inservice training procedure. Each community was asked to send to the Institute for Development of Human Resources, the program sponsor, one hour of videotape each month depicting home visits, planning sessions between teachers and parent educators, reporting sessions after home visits, tryouts of home-learning tasks with individuals or small groups or students, or some combination of these activities. The liaison officer and consultant viewed this tape and used it as part of the planning for the consultant's visit and for the workshop time of the consultant visit.

In addition to the videotape, each community sent copies of its home learning tasks, the weekly observation reports of the parent educators, and attitude and questionnaire information about the home. These data are used by the liaison officer and consultants to assist in the inservice program and evaluation of the project. The Parent Educator Weekly Report provides some of the basic information about the effectiveness of the home learning tasks. The questionnaire information (Home Environment Review) provides the teachers and parent educators with some immediate insights about the nature of the home as a learning situation, and offers

Follow Through
Consultant Visit Chart - 1971-72

Center	August	September	October	November	December
Richmond	Breivogel 16-17 Bessent 19-20	NONE	Breivogel 6-7	Guinagh 3-4	Garber 1-2
Philadelphia	NONE	Guinagh 1-2	Guinagh 28-29	Garber 17-18	Breivogel 16-17
Jonesboro	Packer 23-24	Packer, Bessent 13-14	Gordon 26-27	NONE	Litcher 9-10
Yakima	Siegel 18-20	NONE	Brown 13-15	NONE	Guinagh 13-14
Jacksonville	NONE	NONE	Jester 11-12 Hoffman 18-19 Breivogel 28-29 Brown 21-22	NONE	Newell, Cage Jester 9-10; Packer 8-9
Lac du Flambeau	Jester 18-20	Kaplan 14-16	NONE	Ware 17-19	NONE
Tampa	NONE	Cage 23-25 Litcher, Hoffman 24	Cage 1-2 Packer 26-27 Williams 29	NONE	Packer 1-2
Winnsboro	Brown 18-19	Greenwood, Newell 27-28	Packer, Siegel 18-19	NONE	NONE
Chattanooga	Ware 25-26	Brown 28-29	Newell 26-27	NONE	Greenwood 1-2
Lawrenceburg	Greenwood 23-24 Jester 25-26	Williams, Greenwood 14-15	NONE	Garcia 2-3	Ware 6-7
Houston	Newell, Garcia 19-20	Ware 23-24	Greenwood 28-29	Hodges, Jester 18-19	Gordon 9-10

Follow Through
Consultant Visit Chart - 1971-72
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Center	January	February	March	April	May	June
Richmond	Cage 5-6	Breivogel 2-3	Hodges 1-2	Greenwood 12-13	Ware 3-4	NONE
Philadelphia	Bessent 18-19	Jester 17-18 Garcia 8	Ware 21-22	Litcher 18-19	Guinagh 16-17	NONE
Jonesboro	NONE	Litcher 15-17	Bernard 23-24	NONE	NONE	Packer, Bernard 7-8
Yakima	NONE	NONE	Breivogel, Kaplan 23-24	NONE	NONE	NONE
Jacksonville	NONE	Breivogel, Garber Ware 24-25; Siegel Cage, Greenwood, 21-22	NONE	NONE	NONE	NONE
Lac du Flambeau	NONE	NONE	Brown, Ware 15-17	NONE	NONE	NONE
Tampa	Cage 5-6	Kaplan 15-16	Hoffman 14-15	NONE	NONE	NONE
Winnsboro	Kaplan 25-26	Guinagh 24-25	Litcher 27-28	Breivogel 18-19	Siegel, Hodges 23	NONE
Chattanooga	Ware 18-19	Bessent 29-1	NONE	Ware 18-19 Kaplan 13-14 Breivogel 25-27	NONE	Ware 14-16
Lawrenceburg	Jordon 11-12	Greenwood 1-2	Breivogel 7-8	Newell 4-5	Greenwood 2-3	NONE
Houston	NONE	Bessent 24-26	Brown 23-24	Kaplan 27-28	Newell 24-26	NONE

the program sponsor baseline data upon which suggestions can be made for both classroom and home activities. All of these materials are explained to the Policy Advisory Committee, and no data are collected which have not been reviewed by that committee.

The program sponsor, the local education agency, and the parents are seen as a partnership team in which information flows back and forth, with the main objective being to enhance the total development of the child. Content decisions are completely the prerogative of the local community. The program sponsor attempts to enable teachers and parent educators to translate their content goals into effective learning materials to be used at home and in school to achieve what it is the parents and school wish to achieve.

The program sponsor, through continuous contact, strives to keep all elements of the program on target, and to facilitate the development of the program. The role of the Institute is more than consulting services; it provides direction, support, and information, as well as some elements of the evaluation program. Within the framework of the program, there is considerable flexibility to meet community needs.

4. The central office staff was reorganized during 1971-72 to allow for more efficient operation. Dr. Ira J. Gordon remained as Project Director while the position of Project Manager was divided between John Soderstrum, a doctoral student in Educational Research and Pat Olmsted, a research instructor. Mr. Soderstrum assumed the major responsibility for data processing and Mrs. Olmsted directed all project communication, both intra-office and between the central office and the communities. These communications dealt with topics such as monitoring

operations, data flow and feedback. Mrs. Olmsted also worked with the project evaluation focusing on observation techniques for use with videotapes. The central office staff also consisted of Harris Jaffee (1/3 time research associate), a doctoral student in Educational Psychology; Ramon Garcia (task specialist), a doctoral student in Curriculum and Instruction; Mrs. Diane Beck (full-time secretary); and student assistants and non-academic personnel for coding data.

C. Sponsor Research and Development

Local developmental activities were conducted in two elementary schools containing approximately 35% low income population in Alachua County, Florida (of which Gainesville is the county seat). Dr. G. Greenwood served as project director of this activity and he and Dr. W.F. Breivogel were able to expand the scope and size of the developmental effort by obtaining EPDA funds. The combined Follow Through and EPDA monies permitted the placement of 28 parent educators in 14 K-6 classrooms in each of the two schools. Each school had one experimental and one comparison classroom at each grade level, K-6.

Specifically, the Alachua County R & D operation focused upon the following activities:

1. the development of inservice training materials for staff development in implementing the program;
2. the development and testing of actual sample task materials for distribution to Florida Follow Through communities;
3. the development of new assessment materials to measure the impact of the Florida Program and to point to possible new directions; and,
4. the demonstration of the Florida Program to observers along with the opportunity for participation in the classroom by parents, prospective parent educators, prospective teachers, etc.

The 1971-72 school year was the first year of operation for the Alachua County Program and its progress is as follows:

1. Inservice materials development produced one film (in cooperation with Teacher Corps), four videotape modules, and one set of slides. The latter was designed to present an overview of the Florida Model. The film is a 15-minute color production called "Home and School--Getting Together" depicting the goals of the Model. Videotape modules were developed around the following topics:

   a. "Overview of the Home Visit Cycle"

   b. "Teacher-Parent Educator Home Visit Planning Conference"

   c. How to conduct a PAC meeting

   d. "Effective Use of Paraprofessionals in the Classroom" (in cooperation with Teacher Corps)

Guides have been developed to accompany the first two modules (Appendix C).

2. Over 160 sample task materials were developed, tested, and disseminated to regular Follow Through communities. Among those developed were fourth-sixth grade tasks (Appendix D). PEWR data indicates that these tasks were sent into qualified homes 15,682 times and into non-qualified homes 4,078 times. They were sent into 3,634 different qualified homes out of a total of 5,994 (61%). In the case of non-qualified homes, they went into 1,290 out of 2,314 different homes (56%). Beyond that they were sometimes used by both Florida consultants and local task specialists as examples of good tasks during inservice training sessions.

3. Three new assessment instruments were developed in Alachua County (Appendices E-G):

   a. an interview schedule which was used to assess parent attitudes toward the program on a home interview basis;

b. a questionnaire which was sent to all project coordinators and parent educators to assess changes in parent educators as a result of their participation in the program;

c. A PAC activities questionnaire which was sent to each PAC to obtain information on the kind and extent of PAC activities during the school year.

Data collected with these instruments will be reported in the Results Section.

4. As a demonstration site, the Alachua County Project was visited by 21 persons, not counting students from various other funded projects and from the College of Education. Visitors included a member of the Florida State legislature and his research advisor, members of a citizens lay committee on education from a large urban area, Dean of the College of Education, a school psychologist and a director of federal programs, two visitors from Australia, a number of the local CAA Executive Board, and three visitors from Arizona.

While the Alachua County Research and Development Project encountered the usual beginning problems and growth pains of a new project, it has influenced the model sponsor's proliferation plans in at least two ways:

1. We now feel that it is possible to implement the model in grades 4-6 because of our successful experience in Alachua County; and
2. We have a better understanding of the kind of administrative and inservice training support that is necessary for successful model implementation since we "learned by doing" ourselves.

Finally, a rather thorough evaluation of the Alachua County Research and Development Project was conducted by "outside the project" interviewers who administered a structured interview schedule to a 10% stratified sample of parents. The instrument and results are presented in Appendix E. Generally, the results indicate that the parents attitudes toward the program were quite favorable.

D. PAC Activities

PAC activities are central to program goals and implementation. We view parent education far more broadly than the home visit and/or a parent as classroom worker or volunteer activities, although these are fundamental to the program. We believe that parent education includes helping parents influence the institutional structure, curriculum and educational program of the school.

During 1971-1972, we continued to keep PACs informed of our consulting activities by sending the PAC chairman the same consulting letter that is sent to the project coordinator and by arranging consulting visits so that they corresponded with monthly PAC meetings. We continued to involve PAC in decision-making about program and evaluation through PAC attendance at our planning conference in December, 1971. and at our summer workshop for coordinators and administrators in the summer of 1971.

In an effort to further strengthen all our PACs, we provided the consulting services of Mr. James Bracey, a former Richmond PAC chairman. Mr. Bracey made visits to nine of our eleven communities during 1971-72 as follows:

1. Richmond, August 16-20, 1971;
2. Philadelphia, August 30-September 3, 1971, and January 10-14, 1972;
3. Lac du Flambeau, September 12-17, 1971;
4. Lawrenceburg, October 3-8, 1971, and March 6-8, 1972;
5. Houston, October 24-29, 1972; and January 27-29, 1972;
6. Tampa, November 28 and December 3, 1971;
7. Jonesboro, February 14-17, 1972, and May 17-19, 1972;
8. Winnsboro, February 27-March 3, 1972;
9. Jacksonville, May 12-17, 1972.

Mr. Bracey was able, with the help of liaison officers, to stimulate much growth in many of our PACs. He assisted in restructing the actual organization of the PACs in Houston, Philadelphia, and Tampa so as to increase the number of parents participating and voting. Mr. Bracey helped re-establish and reorganize the Winnsboro, Jacksonville, and Lac du Flambeau PACs, assisted the Lawrenceburg PAC in developing a positive community image, and helped Jonesboro PAC officer's learn how to develop an agenda and take minutes of meetings.

The PACs in Tampa and Jacksonville showed considerable strength in 1971-72 when they brought considerable effort to bear on Washington in a successful attempt to get their Follow Through projects restored when it appeared that they would be dropped. In Philadelphia, Mrs. Doris Cohen, a Florida Model PAC member, was elected as PAC chairmen of the city-wide PAC that represents all of the Philadelphia Follow Through Models. She is currently a member of the steering committee of the new national PAC. In Tampa, Mrs. Donna Woodard, the PAC chairman, ran for the school board, made a strong showing vote-wise, and plans to run again in two years. Further data on PAC activities are reported in the Results Section of this report.

E. Evaluation Procedures

During the 1971-72 school year we operated under the assumption that the major responsibility for evaluation rested outside the program sponsor, but nevertheless developed our own procedures to assess movement toward the goals indicated in Section II. We used several measures as pre-post measures and the Parent Educator Weekly Report, the Taxonomy of Classroom Activities, and videotapes as process measures. The chart on page 22 shows the plan.

During the 1970-71 school year, one technique used for evaluation of the Florida Parent Education Program was the Mother as Teacher (MaT).

1971-72 Data Collection for Follow Through

Center	Class-Rooms	Teacher	PE	Mother	Child
Richmond	30	Purdue *	HISM SRI	HER PRR	
Philadelphia	20	Purdue	HISM SRI	HER	IFMF
Jonesboro	20	Purdue TCA	HISM SRI	HER PRR	CATB IFMF
Yakima	35	Purdue	HISM SRI	HER PRR	IFMF
Jacksonville	43	Purdue TCA	HISM SRI	HER	CATB
Lac du Flambeau	7	Purdue	HSIM SRI	HER	
Winnsboro	23	Purdue	HISM SRI	HER PRR	IFMF
Chattanooga	30	Purdue TCA	HISM SRI	HER PRR	CATB IFMF
Tampa	24	Purdue	HISM SRI	HER PECE	IFMF
Lawrenceburg	12	Purdue TCA	HISM SRI	HER PRR	CATB IFMF
Houston	30	Purdue TCA	HISM SRI	HER, SRI HISM, PECE	CATB IFMF
Alachua	14 experimental 14 control		ALL INSTRUMENTS		

*All Instruments are included as appendices.

This technique consists of observing (live and by audiotape) the mother teaching a standard task to her child. The audiotapes are later coded and the data obtained from them combined with the live observation data to evaluate maternal teaching behavior.

For the 1971-72 school year, we decided to expand the area of consideration to include not only maternal teaching behavior, but also teacher-parent educator planning, parent educator teaching style and parent educator evaluation of a home visit. To accomplish this expanded evaluation, standard tasks were developed at Florida and teachers and parent educators in Tampa and Houston were asked to plan and execute actual home visits using these tasks. Videotapes were made in each of these communities in December and May which contained the following sections:

a. teacher and parent educator planning the home visit,
b. parent educator teaching the task to the mother,
c. mother teaching the task to the child, and
d. parent educator discussion of the home visit with the teacher.

In each community, six teachers and six parent educators were randomly selected for this evaluation. The teacher and parent educator were from the same room and held the planning session for four home visits at one time. Since most tasks in our communities are used with several children, the taped planning sessions were very similar to the ordinary situation. Following the planning session, each of the six parent educators was filmed making these four home visits. This gave a total of 24 home visits for each of the two communities. The home visit portion of the videotape contained parts b and c listed above.

Finally, each parent educator met with her teacher and discussed the four visits she made using the standard tasks.

This new system called the Parent Education Cycle Evaluation provides a much greater wealth of evaluation data for the Florida Model. The videotape of the cycle described above are currently being viewed and two standardized observation protocols are being developed. One observation instrument is an adaptation of Flander's Interaction Analysis called the Reciprocal Category System (RCS). There are several forms of the RCS and the one shown in Appendix H was specifically developed for use with these videotapes. Coding of the verbalization is done every three seconds or more frequently if the verbal activity changes. These coded data may be displayed in a matrix which allow examination of the sequential nature of the interaction. It is then possible to examine sequences such as (1) teacher open question followed by parent educator response, or (2) child response followed by mother praise.

The second observation instrument, still in the very early stages of development is presented in Appendix I. This observation schedule is being designed to assess both the content and the process of the various portions of the cycle. The schedule will eventually include both frequency count items and occur-not occur items. Only that portion of the instrument appropriate to the teacher-parent educator planning sessions is presented in Appendix I.

Future plans call for both of these observation instruments to be used with the monthly videotapes which each community sends as well as the group of pre- and post- tapes collected in selected communities.

In this year, we did not move to relating each measure in specific performance terms to each goal. However, our plans for the future, as evidenced by our December, 1972, evaluation proposal, are to move to a criterion referenced evaluation procedure.

IV. Accomplishments

In the case of our Model, it is never accurate to speak of accomplishments as though they were finished products. It is more accurate to speak of accomplishments as steps in the direction in which we are going. We can, therefore, discuss accomplishments in three ways: those related to program implementation, those related to development of evaluation, and specific goals attained as measured by current evaluation procedures.

Program Implementation

The overall direction of program implementation in all communities was one of forward movement in spite of difficulties that beset some of our communities relating to integration and the cutback of Follow Through funds. The progress reports presented in Appendix J, written by the liaison officer responsible for each community, certainly seem to bear out this forward movement.

Data presented in the Results Section indicate that the home visit component of our project continues to be successfully implemented in our communities. As of February 28, 1972, PEWR data indicated that 4,918 out of 5,621 or 90% of all qualified homes had been visited. Of the 2,438 non-qualified homes, 1,817 or 75% had been visited. What is also encouraging is that other PEWR data obtained at the same time indicate that the attitudes and behavior of the parents being visited do not differ as a function of income level (qualified versus non-qualified).

That is, their attitudes and behavior toward tasks, visiting school, working in the classroom, attending PAC, etc., are not significantly different from one another. These data would seem to support our hope that our program is viable for all parents.

Another indication that the Florida Model is being more effectively implemented is that our communities are now employing task specialists to work with teachers, parent educators, and parents on tasks. Practically all of our communities have established a PAC curriculum (or task) committee to build and screen tasks among other things. The task specialist usually takes the leadership for working with this committee.

While we still have problems in terms of getting teachers to take the time to effectively plan with parent educators for home visits, especially in terms of task delivery, teachers are using parent educators to engage in instruction in the classroom. Taxonomy of Classroom Activities data presented in the Results Section indicate that in general parent educators engage in the same kinds of classroom activities that teachers engage in.

Finally, data are presented in the Results Section which indicate our PACs are generally quite active and that Follow Through parents are becoming knowledgeable about PAC. As has already been indicated, Mr. James Bracey, our PAC consultant, has been extremely active in working with nine of our eleven PACs. Our consultants continue to schedule their consulting visits to coincide with monthly PAC meetings. Our consulting reports indicate that when they speak at such meetings, they continue to stress the importance and role of PAC in continuing elements of the program after the federal money runs out.

Development of Evaluation Procedures

We revised the Mother as Teacher task radically enough to produce an almost new instrument that is much easier to use (requiring only videotapes) and seems to hold even greater potential in terms of analyzing the mother's teaching behavior since it is in part an adaptation of a well-known systematic observation instrument designed to assess classroom teacher behavior. This instrument is the Parent Education Cycle Evaluation.

After a thorough search for means of measuring pupil achievement of the kind that agrees more closely with the higher cognitive process goals held by our model, we were finally able to locate the Cincinnati Autonomy Test Battery developed by Dr. Thomas Banta at the University of Cincinnati. As a result of communication with Dr. Banta, especially during a two-day consulting visit that he made to Gainesville in April, 1971, we were able to adapt the instrument to our needs and make it operational in 1971-72.

We have developed a new questionnaire to assess changes in parent educators. Part of the data is provided by the project coordinator and the other part is provided by the parent educator. Changes in parent educators' lives may be among the strongest, the longest-lasting changes brought about by the program.

A questionnaire to assess parent activity in PAC was developed to supplement the data already being gathered with the Parent Response Report on the parents' knowledge of PAC. Needless to say, knowledge must result in activity to be meaningful as far as institutional change is concerned.

Finally, an interview schedule was developed to assess parent attitudes toward various aspects of the program. Designed to be used by "outside the program" interviewers who visited the homes of Follow Through parents on an independent basis, the new instrument has so far been used only with a random sample of parents in the Alachua County Research and Development Program. However, both the results and the nature and use of the instrument have been disseminated to our eleven communities for their consideration. They may choose to utilize it by obtaining independent interviewers from nearby colleges.

Results

Our evaluation design for 1971-72 reflected our assumption that pupil achievement data would be collected by an outside evaluator. We have focused our efforts on certain changes in teachers, parent educators, pupils, parents, PAC, home learning environments, and the home visit process. While we did not have access to comparison data in our regular communities, we were able to collect comparison data with some measures in our Alachua County Research and Development Project.

Our main concerns, of course, were across all of our eleven communities (plus Alachua County in some cases). However, we have included individual community data for descriptive purposes. Communities should not be compared with one another because they differ from one another in many ways. We have large and small communities, Black, White, Indian, and Mexican-American communities, rich and poor communities, etc. Such sub-cultural differences along with different patterns of program implementation make comparisons rather difficult to interpret.

Changes in Teachers

Table I presents Purdue Teacher Opinionaire (PTO) or teacher morale

TABLE I

1971-72 Data Summary for eleven communities

The Purdue Teacher Opinionaire(PTO) (N = 230)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest) *P < .05

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	65.70	69.80	45.51	18.53	35.10	15.75	24.37	14.28	15.39	16.48	320.90
	s	11.97	7.65	7.40	4.81	5.70	2.90	4.63	3.35	3.24	2.40	36.66
Post	$\bar{X}$	63.12	69.54	45.54	18.27	35.23	15.52	24.52	13.95	15.55	16.43	317.66
	s	13.78	8.05	7.21	4.44	5.33	3.31	4.64	3.68	3.35	2.67	38.99
%tile Rank		50	50	50	50	50	59	50	32	68	50	50
t		<3.16*	<0.60	0.06	<0.93	0.37	<1.07	0.55	<1.48	0.76	<0.26	<1.44

data across eleven communities on a pre and post basis. Tables II through XII present PTO (see Appendix K) data from Alachua County analyzed by means of a two randomized (experimental versus comparison) times two repeated (pre versus post) factorial design analysis of variance.

The Table I data indicate no significant gains on any of the factor or the total scores except one: "Rapport with Principal." It should be noted that overall teacher morale is at the 50th percentile rank as compared with PTO norm data. In the case of the Alachua County teachers in Tables II through XII, the overall picture is one of declining morale for both experimental and comparisons with no significant difference between them. This was true for "Teacher Rapport with Principal," "Rapport Among Teachers," "Curriculum Issues," 'Teacher Status," "School Facilities and Services," "Community Pressures," and the total morale score. On one factor, "Teacher Salary," the experimental and comparison teachers both decreased significantly, although comparisions decreased significantly less than experimentals. On three factors, "Satisfaction With Teaching," "Teacher Load," and "Community Support of Education," no change is noticed pre versus post and no significant differences were found between experimentals and comparisons.

The across all communities picture is one of improvement compared to data that we have collected in previous years since it indicates a loss on only one variable and otherwise may be interpreted as being "typical" in comparison to the group of teachers on which the instrument was normed. Being part of an experimental program with its own administrative structure may in part account for some of the loss of rapport with the principals. Some principals and project coordinators do not adequately communicate with one another and engage in power struggles. Such

TABLE II

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Teacher Rapport with Principal

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	30.19	1	30.19	0.20
Subjects within Groups	3981.50	26	153.13	
Within Subjects		28		
B (Pre vs Post)	1161.29	1	1161.29	20.95*
AB	24.23	1	24.23	0.44
B X Subjects within Groups	1440.94	26	55.42	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	72.71	62.29	67.50
COMP	72.86	65.07	68.96
MARGINAL	72.79	63.68	

TABLE III

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

faction with Teaching

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	26.14	1	26.14	0.21
Subjects within Groups	3294.13	26	126.70	
Within Subjects		28		
B (Pre vs Post)	114.63	1	114.63	3.78
AB	15.64	1	15.64	0.52
B X Subjects within Groups	788.63	26	30.33	

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	69.43	65.50	67.46
COMP	69.71	67.93	68.82
MARGINAL	69.57	66.71	

TABLE IV

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Rapport Among Teachers

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	36.15	1	36.15	0.88
Subjects within Groups	1073.19	26	41.28	
Within Subjects		28		
B (Pre vs Post)	365.09	1	365.09	32.69*
AB	3.01	1	3.01	0.27
B X Subjects within Groups	290.38	26	11.17	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	48.43	42.86	45.64
COMP	49.57	44.93	47.25
MARGINAL	49.00	43.89	

TABLE V

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Teacher Salary

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	126.01	1	126.01	4.59*
Subjects within Groups	713.72	26	27.45	
Within Subjects		28		
B (Pre vs Post)	64.29	1	64.29	6.93*
AB	4.56	1	4.56	0.49
B X Subjects within Groups	241.14	26	9.27	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	19.29	16.57	17.93
COMP	21.71	20.14	20.93
MARGINAL	20.50	18.36	

TABLE VI

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Teacher Load

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	3.01	1	3.01	0.07
Subjects within Groups	1163.50	26	44.75	
Within Subjects		28		
B (Pre vs Post)	42.82	1	42.82	2.90
AB	6.45	1	6.45	0.44
B X Subjects within Groups	384.19	26	14.78	

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	35.07	34.00	34.54
COMP	36.21	33.79	35.00
MARGINAL	35.64	33.89	

TABLE VII

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Curriculum Issues

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	24.45	1	24.45	2.62
Subjects within Groups	243.04	26	9.35	
Within Subjects		28		
B (Pre vs Post)	33.01	1	33.01	8.94*
AB	1.45	1	1.45	0.39
B X Subjects within Groups	96.04	26	3.69	

$*P < .05$

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	16.79	14.93	15.86
COMP	17.79	16.57	17.18
MARGINAL	17.29	15.75	

TABLE VIII

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Teacher Status

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	5.78	1	5.78	0.12
Subjects within Groups	1256.72	26	48.34	
Within Subjects		28		
B (Pre vs Post)	68.62	1	68.62	6.95*
AB	0.67	1	0.67	0.07
B X Subjects within Groups	256.71	26	9.87	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	24.14	21.71	22.93
COMP	24.57	22.57	23.57
MARGINAL	24.36	22.14	

TABLE IX

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

Community Support of Education

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	1.14	1	1.14	0.05
Subjects within Groups	584.71	26	22.49	
Within Subjects		28		
B (Pre vs Post)	10.28	1	10.28	2.51
AB	0.29	1	0.29	0.07
B X Subjects within Groups	106.43	26	4.09	

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	14.71	13.71	14.21
COMP	14.86	14.14	14.50
MARGINAL	14.79	13.93	

TABLE X

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

School Facilities and Services

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	14.00	1	14.00	1.09
Subjects within Groups	332.50	26	12.79	
Within Subjects		28		
B (Pre vs Post)	20.63	1	20.63	4.29*
AB	0.29	1	0.29	0.06
B X Subjects within Groups	125.07	26	4.81	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	15.93	14.57	15.25
COMP	16.79	15.71	16.25
MARGINAL	16.36	15.14	

TABLE XI

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinioniare

Community Pressures

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	0.01	1	0.01	0.00
Subjects within Groups	169.43	26	6.52	
Within Subjects		28		
B (Pre vs Post)	12.06	1	12.06	4.40*
AB	0.64	1	0.64	0.23
B X Subjects within Groups	71.29	26	2.74	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	17.36	16.21	16.79
COMP	17.14	16.43	16.79
MARGINAL	17.25	16.32	

TABLE XII

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

Purdue Teacher Opinionaire

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		27		
A (Experimental vs Comparison)	1740.38	1	1740.38	0.77
Subjects within Groups	58853.00	26	2263.58	
Within Subjects		28		
B (Pre vs Post)	10750.25	1	10750.25	18.93*
AB	197.75	1	197.75	0.35
B X Subjects within Groups	1476.00	26	567.81	

*P< .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	333.86	302.36	318.11
COMP	341.21	317.29	329.25
MARGINAL	337.54	309.82	

situations are bound to affect the principal's relations with his teachers.

In the case of Alachua County, the small sample size (n = 14 experimental, 14 control teachers in two schools) should be noted along with the fact that 1971-72 was the first year of the program's operation. The loss in morale is similar to our 1969-70 findings during our first year of operation in five of our eleven communities and our second year in the other six. It should be remembered that the comparison teachers also generally experienced a loss in morale. Perhaps on explanation of the differences obtained on the salary factor might be the feeling on the part of the new experimental teachers that they were taking on new added responsibilities without an increase in pay.

Changes in Parent Educators

Table XIII presents How I See Myself (self-concept) and Social Reaction Inventory (internal-external focus of control--Appendix L) pre-post data on parent educators across all communities. The How I See Myself (HISM) indicates significant gains on only one factor, competence. The Social Reaction Inventory (SRI) data does not reveal any significant gains.

It is our belief that the Florida Model should influence the self-esteem of the parent educators, most of whom come from low income backgrounds and were initially from the same population as the parents they visit. Needless to say, it is very encouraging to find that the parent educator's feelings of competency have significantly increased.

At first glance it would appear that the SRI data is in conflict with the HISM finding since it measures the parent educator's sense

TABLE XIII

1971-72 Data Summary for Twelve Communities

HISM and SRI for Parent Educators

The How I See Myself(HISM)-Parent Educators (N = 377)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

		Factor 1	Factor 2	Factor 3	Factor 4
Pre	$\bar{X}$	57.94	40.24	18.41	19.45
	s	8.35	5.76	4.09	3.89
Post	$\bar{X}$	58.27	39.85	18.66	20.13
	s	8.39	6.25	4.11	3.80
t		0.71	<1.34	1.35	3.84*

*P < .05

The Social Reaction Inventory(SRI)-Parent Educators (N = 371)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	7.56	7.64	0.40
s	3.98	4.18	

of potency. However, both of these instruments have been administered to parent educators since the 1968-69 school year and a ceiling effect (or, perhaps to be more accurate, a bottoming effect since a lower score indicates stronger feelings of internal control) seems to have occurred in the case of the SRI. The means are far below those obtained earlier and indicate strong feelings of internal control.

In order to gather new data on changes in parent educators, members of the Florida staff developed two questionnaires, one to be filled in by the parent educator and one by the project coordinator (see Appendix F) and obtained returns from 535 parent educators and all project coordinators in the eleven regular centers plus Alachua. The findings may be summarized as follows:

1. Fifty-eight percent of the parent educators responding were Black, 34% White, 3% Mexican-American, 2% Indian, and 3% other. Less than 1% are males and the average age of parent educators was 33. Seventy percent of the parent educators are married, 10% are divorced, 9% are separated, 8% are unmarried, and 4% are widowed.

Most of the respondents come from educational backgrounds in which their own fathers (49%) and mothers (41%) completed only the eighth grade or less. Twenty percent of the fathers and 27% of the mothers completed some high school, while 20% of the fathers and mothers graduated from high school (see Table XIV).

How do parent educators get their jobs? Twenty-five percent said they were active PAC members and 42% said they were active classroom volunteers before becoming parent educators.

The parent educator drop-out rate has been as follows: 1968-69 = 34%; 1969-70 = 24%; 1970-71 = 18%; 1971-72 = 20%. Their salaries averaged $315 per month across all communities (excluding Alachua).

2. Before becoming parent educators, the majority of the respondents (51%) had completed high school and only 15% had completed some college (up to two years of college). Twenty-two percent had some high school but did not graduate and 6% completed eighth grade or less. Only 4% had completed two years of college, another 4% had completed more than two years of college, but not four years, and less than 1% had completed four years of college.

3. After becoming parent educators, 43% of the respondents had completed some college (up to two years), 5% completed two years of college, another 5% completed two years, but not four years of college and still less than 1% had completed four years of college. Twenty-seven percent completed high school, 17% completed some high school but did not graduate and 3% completed eighth grade or less.

Table XIV summarizes the data concerning changes in the parent educators' level of educational attainment and their educational backgrounds in terms of their parents' level of educational attainment.

4. The majority of respondents (77%) have continued to live in the same house since becoming parent educators but 59% have made major changes in the house such as painting, repairs, new furniture, appliances, etc. Of the 23% who moved to a different house, 71% said they had moved to a better house and another 26% moved to a house that was about the same as their old house. Only 3% said they moved to a poorer house.

5. Several different kinds of educational opportunities have been

TABLE XIV

Educational Levels of Parents of PEs and Changes in Educational Level of PEs

	Father's Educational Level	Mother's Educational Level	PE's Before Entering FT	PE's After Participation in FT
% Completing Eighth Grade or Less	49%	41%	6%	3%
% Completing Some High School But Not Graduation	20%	27%	22%	17%
% Completing High School	20%	20%	51%	27%
% Completing Some College But Not 2 Years	5%	5%	14%	43%
% Completing Two Years of College	1%	2%	4%	5%
% Completing Two Years But Not Four Years of College	1%	2%	4%	5%
% Completing Four Years of College	3%	2%	<1%	<1%

made available to PE's by the program. Sixty-three percent of the parent educators have taken college courses. In 1968-69 only six PE's took 20 semester hours of credit. In 1969-70, 66 PE's took 544 hours credit. By 1970-71, 190 PE's took 2,239 hours credit and by 1971-72 203 PE's took 1,889 hours credit.

Fifteen percent of the PE's have taken basic education courses, and 12% have taken refresher high school courses, and 7% have taken refresher basic college courses. Sixteen percent have taken the GED (high school equivalency) exam. Six percent took advantage of other educational opportunities.

6. Follow Through has affected the PE's knowledge in other ways. Eighty-seven percent of the PE's feel their knowledge has increased significantly in certain areas: the availability of medical, dental, and social services - 87%; legal assistance to low income parents - 77%; workmen's compensation - 48%.

Fifty-one percent feel that they speak "school type" English "much better" as a result of their participation in the program. Another 31% feel they speak "a little better" and 19% "no better."

7. Sixty-four percent of the respondents feel that they have changed "a great deal" in their attitudes toward understanding and managing children. Twenty-five percent feel they have "changed a little" and 11% feel that they have not changed.

The parent educators also feel that they have changed their attitude toward understanding and managing their own children with regard to the five areas reported in Table XV.

Further evidence of change was provided when PE's were asked if

TABLE XV

Changes In Parent Educators' Attitudes Toward Understanding and Managing Their Own Children in Five Areas

	No Changes	Changed a Little	Changed a Great Deal
Reasoning	19%	34%	47%
Spanking	34%	34%	31%
Talking	21%	29%	50%
Explaining Why	19%	27%	54%
Asking What Child's Problems Are	18%	25%	57%

they had related to their own children at home in certain ways. Ninety-three percent said they read books to their children; 96% talk more with their children; 96% work with their children; and 91% play with their children.

When the parent educator change data obtained from the two questionnaires is examined along with the SRI and HISM data that has been collected since the beginning of our program, it seems more than safe to say that Follow Through has had a definite and profound effect upon parent educators and their lives. Such changes may turn out to be among the strongest and longest lasting ones produced by the program.

Changes In Children

Two kinds of pupil change data were gathered during 1971-72: (1) changes in self-concept as measured by the I Feel Me Feel (IFMF) and (2) changes in autonomous functioning in problem solving as assessed by the Cincinnati Autonomy Test Battery (CATB). The IFMF (see Appendix M yields five factors (general adequacy, peer, teacher-school, academic, and physical) and is administered on a pre-post basis. Table XVI summarizes the IFMF data for qualified and non-qualified children across the eleven communities. Table XVII through XXI present IFMF data from Alachua County analyzed on a pre versus post, experimental versus comparison basis.

Across the eleven centers the qualified children made significant gains on all five factors while the non-qualified children made significant gains on three of the five factors. An examination of the posttest means indicates that the qualified and non-qualified children were very close together by the end of the school year. In the case of Alachua

TABLE XVI

1971-72 Data Summary for Eleven Communities

IFMF for Children

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for Qualified Children (N = 3005) *P < .05

Factor

		1	2	3	4	5
Pre	$\bar{X}$	61.89	50.97	39.69	50.72	46.47
	s	9.16	7.63	6.01	9.72	6.79
Post	$\bar{X}$	63.19	51.92	40.32	61.21	47.53
	s	8.52	2.99	5.61	9.09	6.02
t		6.99*	6.05*	4.99*	7.69*	7.78*

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for non-Qualified Children (N = 1228) *P < .05

Factor

		1	2	3	4	5
Pre	$\bar{X}$	63.53	52.20	40.19	60.86	47.18
	s	8.41	7.16	5.67	9.31	6.39
Post	$\bar{X}$	63.92	52.67	40.47	61.68	47.74
	s	7.84	6.40	5.41	8.40	5.40
t		1.47	2.00*	1.50	2.84*	2.85*

TABLE XVII

Analysis of Variance for Alachua County
Experimentals vs Comparison
Pre vs. Post

I Feel Me Feel - Children

Factor: General Adequacy

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		334		
A (Experimental vs Comparison)	99.55	1	99.55	1.28
Subjects within Groups	25996.00	333	78.07	
Within Subjects		335		
B (Pre vs Post)	391.69	1	391.69	8.40*
AB	52.70	1	52.70	1.13
B X Subjects within Groups	15523.00	333	46.62	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	62.72	64.82	63.77
COMP	62.52	63.48	63.00
MARGINAL	62.63	64.20	

TABLE XVIII

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

I Feel Me Feel - Children

Factor: Peer

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		334		
A (Experimental vs Comparison)	5.21	1	5.21	0.10
Subjects within Groups	17718.00	333	53.21	
Within Subjects		335		
B (Pre vs Post)	216.02	1	216.02	5.90*
AB	32.53	1	32.53	0.89
B X Subjects within Groups	12189.00	333	36.60	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	51.35	52.93	52.14
COMP	51.61	52.31	51.96
MARGINAL	51.47	52.64	

TABLE XIX

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

I Feel Me Feel - Children

Factor: Teacher-School

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		334		
A (Experimental vs Comparison)	154.86	1	154.86	4.31*
Subjects within Groups	11953.00	333	35.89	
Within Subjects		335		
B (Pre vs Post)	119.07	1	119.07	5.88*
AB	5.86	1	5.86	0.29
B X Subjects within Groups	6742.00	333	20.25	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	40.18	41.22	40.70
COMP	39.41	40.06	39.74
MARGINAL	39.82	40.68	

TABLE XX

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

I Feel Me Feel - Children

Factor: Academic

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		334		
A (Experimental vs Comparison)	201.05	1	201.05	2.11
Subjects within Groups	31674.00	333	95.12	
Within Subjects		335		
B (Pre vs Post)	311.01	1	311.01	5.67*
AB	93.69	1	93.69	1.71
B X Subjects within Groups	18277.00	333	54.89	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	60.46	62.58	61.52
COMP	60.11	60.73	60.42
MARGINAL	60.30	61.72	

TABLE XXI

Analysis of Variance for Alachua County
Experimental vs Comparison
Pre vs Post

I Feel Me Feel - Children

Factor: Physical

SOURCE OF VARIATION	SS	DF	MS	F
Between Subjects		334		
A (Experimental vs Comparison)	4.55	1	4.55	0.10
Subjects within Groups	14776.00	333	44.37	
Within Subjects		335		
B (Pre vs Post)	332.48	1	332.48	12.97*
AB	15.62	1	15.62	0.61
B X Subjects within Groups	8534.00	333	25.63	

*P < .05

Cell and Marginal Means Table

	PRE	POST	MARGINAL
EXP	46.54	48.26	47.40
COMP	47.01	48.12	47.56
MARGINAL	46.76	48.19	

County both experimentals and comparisons made significant gains on all five factors and in the case of the teacher-school factor the experimentals outgained the comparisons.

Needless to say, these results are very encouraging. Self-concept has repeatedly been shown to highly correlate with school achievement. These results further confirm our convictions that our program is producing pupil growth in positive ways. In the case of the Alachua County data, Follow Through children outgained comparison children on the teacher-school factor during that program's first year of operation.

The Cincinnati Autonomy Test Battery (see Appendix N) is a measure of the child's autonomous functioning in problem solving. It was administered to a random sample of six children at each grade level (K-3) in six communities (Jonesboro, Jacksonville, Chattanooga, Lawrenceburg, Alachu and Houston) at four different times during the school year. The CATB is actually a series of tests administered on an individual basis. Data were recorded on eleven variables which relate to the following six specific abilities:

1. Curiosity - the tendency to explore, manipulate, investigate and discover when faced with a new situation (variables 1, 2, and 3).
2. Innovative Behavior - the tendency to generate a wide variety of solutions to problems (variable 7).
3. Impulse Control - the tendency to restrain physical and mental activity when the task demands it (variables 4 and 11).
4. Intentional Learning - the ability to learn a specified task (variable 6).
5. Incidental Learning - the tendency to learn things other than the specified task while working on the specified task (variable 5).

6. Field Independence - the ability to focus on something and separate it from the visual field (variables 8, 9, and 10).

Tables XXII through XXV report the results obtained when the eleven variables were examined by analysis of variance at each grade level. Kindergarten children made significant gains in curiosity. First grade made significant gains on variables 8, 9, and 10 which relate to field independence. Second graders made no significant gains on variables 4 and 5 which relate to impulse control and incidental learning.

The results are disappointing in several ways. Our hope in adopting the CATB was to utilize an instrument that is more sensitive to gains in the "higher" cognitive processes that are most standardized achievement tests. The results obtained are difficult to interpret and inconclusive. In all fairness to the instrument, the size of the n in each cell was rather small and may account for much of the instability found across several of the variables. The plan for 1972-73 is to increase the size of the n in each cell.

Changes in Home Learning Environment

A basic premise of the Florida Model is that the home is a key learning environment. Research has indicated that certain aspects of the home learning environment are related to pupil achievement. The Home Environment Review or HER (see Appendix O) is a structured interview schedule designed to serve two purposes: First, to inform parent educators and teachers about actual home conditions which should influence the development of tasks, and second, to serve as a measure of change in nine aspects of the home learning environment. Tables

TABLE XXII

Means, Standard Deviations and Associated F - Ratios for Kindergarten children in six communities on variables of the Cincinnati Autonomy Test Battery.
(F - Ratios based on 3-66df; asterick indicates *P < .05)

Variable Name	Time Period				F - Ratio
	I	II	III	IV	
1. Task Initiation	1.33 0.84	1.94 1.35	2.26 1.37	2.20 1.42	2.0139
2. Curiosity Box - Total Activity	10.00 9.83	16.00 8.65	17.00 11.04	19.53 9.55	2.8793*
3. Curiosity Box - Verbalization Box - Related	1.67 2.68	2.28 3.32	3.00 3.11	2.47 3.52	0.5598
4. Impulse Control Average Rate	119.78 94.66	125.06 94.19	108.47 71.41	191.20 117.33	2.4898
5. Total Incidental Recall	1.56 1.25	1.72 1.18	1.05 1.08	2.13 1.51	2.1948
6. Total Post-Familiarization Recall	2.94 1.63	3.28 1.41	2.89 2.28	3.40 1.84	0.3141
7. Dog and Bone	9.44 5.22	7.89 3.51	7.89 3.71	8.27 3.35	0.4564
8. Total "tent"	3.11 1.68	2.61 1.46	2.26 1.66	2.73 1.62	0.8726
9. Total "cone" or "house"	8.67 1.65	7.72 2.05	6.79 3.15	8.00 2.90	1.7808
10. Total Embedded Figures	11.61 2.64	10.33 2.59	9.05 4.16	10.73 4.30	1.7180
11. Total Matching Figures	9.83 2.43	10.28 2.76	9.16 3.83	10.27 1.39	0.6327

TABLE XXIII

Means, Standard Deviations and Associated F - Ratios for Grade 1 children in six communities on variables of the Cincinnati Autonomy Test Battery.
(F - Ratios based on 3,137df; asterick indicates *P < .05)

Variable Name	Time Period				F - Ratio
	I	II	III	IV	
1. Task Initiation	1.31 1.06	1.64 1.15	1.43 0.92	1.32 0.77	0.8671
2. Curiosity Box - Total Activity	16.72 10.84	18.97 10.05	17.57 10.65	18.00 9.83	0.2670
3. Curiosity Box - Verbalization Box - Related	1.00 1.61	1.89 3.11	1.17 2.39	1.29 2.43	0.8595
4. Impulse Control Average Rate	122.66 136.05	137.89 119.38	130.06 109.78	152.79 116.23	0.4087
5. Total Incidental Recall	1.81 1.42	1.75 1.34	1.83 1.34	1.71 0.98	0.0668
6. Total Post-Familiarization Recall	3.31 1.86	3.89 1.75	4.29 1.74	3.89 1.57	1.7870
7. Dog and Bone	7.47 3.16	9.61 4.14	8.00 4.05	9.79 5.42	2.5006
8. Total "tent"	3.16 1.69	3.33 1.33	4.09 0.95	3.37 1.30	3.2649*
9. Total "cone" or "house"	3.94 2.54	5.08 2.58	5.63 2.06	6.39 3.08	5.4332*
10. Total Embedded Figures	7.19 3.25	8.33 3.56	9.49 2.68	10.05 3.81	4.9170*
11. Total Matching Figures	6.81 2.24	7.17 1.61	7.54 1.67	8.03 2.48	2.3019

TABLE XXIV

Means, Standard Deviations and Associated F - Ratios
for Grade 2 children in six communities on variables
of the Cincinnati Autonomy Test Battery.
(F - Ratios based on 3,121df)

Variable Name	Time Period				F - Ratio
	I	II	III	IV	
1. Task Initiation	1.38 0.82	1.39 0.93	1.65 1.25	1.59 1.07	0.5375
2. Curiosity Box - Total Activity	18.83 10.17	21.52 16.00	19.29 10.80	21.13 8.83	0.3902
3. Curiosity Box - Verbalization Box - Related	0.55 1.48	1.21 2.09	1.03 2.12	1.53 2.50	1.1594
4. Impulse Control Average Rate	91.66 52.59	116.30 90.95	138.35 125.03	116.28 72.12	1.3558
5. Total Incidental Recall	2.34 1.11	2.36 1.27	2.42 1.57	2.50 1.70	0.0736
6. Total Post-Familiarization Recall	4.24 1.60	3.97 2.01	3.90 1.42	3.94 2.12	0.2140
7. Dog and Bone	10.14 3.89	9.24 3.57	8.58 5.03	9.06 3.27	0.7951
8. Total "tent"	3.66 1.08	3.88 1.34	3.65 1.45	3.63 1.43	0.2577
9. Total "cone" or "house"	6.62 2.70	6.42 2.96	6.81 3.05	6.66 2.67	0.0976
10. Total Embedded Figures	10.28 3.33	10.00 4.22	10.16 4.63	10.31 3.43	0.0407
11. Total Matching Figures	8.21 1.90	7.61 1.85	8.42 2.42	8.22 2.55	0.8232

TABLE XXV

Means, Standard Deviations and Associated F - Ratios for Grade 3 children in six communities on variables of the Cincinnati Autonomy Test Battery.
(F - Ratios based on 3-137d^{f}; asterick indicates *$P < .05$)

Variable Name	Time Period				F - Ratio
	I	II	III	IV	
1. Task Initiation	1.47 1.08	1.46 0.98	1.26 0.79	1.50 1.06	0.4086
2. Curiosity Box - Total Activity	20.53 10.80	22.37 8.97	21.53 9.69	19.61 10.38	0.5096
3. Curiosity Box - Verbalization Box - Related	1.17 2.71	1.54 2.25	1.41 2.84	1.06 1.84	0.2956
4. Impulse Control Average Rate	99.22 66.99	107.20 82.77	135.50 112.27	181.81 151.53	4.2498*
5. Total Incidental Recall	2.19 1.26	2.60 1.12	2.15 1.23	3.17 1.95	3.8641*
6. Total Post-Familiarization Recall	4.14 1.53	5.00 1.24	4.47 1.56	5.00 1.96	2.5133
7. Dog and Bone	11.81 6.22	10.91 6.15	10.41 4.65	10.42 4.88	0.5018
8. Total "tent"	4.44 0.84	4.31 1.16	4.47 0.71	4.19 0.98	0.6548
9. Total "cone" or "house"	7.86 2.64	7.69 2.95	8.09 2.61	7.58 2.42	0.2406
10. Total Embedded Figures	12.31 2.98	11.94 3.63	12.50 2.92	11.86 2.99	0.3222
11. Total Matching Figures	8.69 2.80	9.57 3.37	8.62 1.48	9.11 1.92	1.0707

XXVI through XXX summarize data obtained on a pretest - posttest basis on the nine variables of the HER in qualified and non-qualified homes.

Overall, although the HER does not yield a total score, movement is noted in a positive direction on all nine variables. Qualified homes moved much closer to resembling the learning environments in non-qualified homes. Non-qualified homes remained relatively stationary from pretest to posttest making slight increases on all nine variables. In spite of their larger gains, qualified homes generally began behind and remained behind non-qualified homes. Overall the picture is a very good one. A variable by variable interpretation of the data follows:

1. Expectations for Child's Schooling. In qualified homes most parents, both pre and post, expected their child to complete high school although many others expected their child to finish college. For non-qualified homes, most parents expected their child to finish college although many others expected their child to only finish high school.

2. Awareness of Child's Development. In qualified homes, most parents could see that their child had both strengths and weaknesses but did not see them as related to school behavior. The non-qualified parents were essentially the same as the qualified parents although a relatively greater number of non-qualified parents could see how their child's strengths and weaknesses are related to his school behavior.

3. Rewards for Intellectual Attainment. Both qualified and non-qualified homes evidenced the same pattern pre and post. Most parents were aware that it is important to reward the child when he is correct. Many others have a clear cut system for giving rewards and punishments when they are teaching their child.

TABLE XXVI

1971-72 Data Summary for Twelve Communities

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

	Qualified Homes Posttest 1	2	3	4	5	Pretest Total	Non-Qualified Homes Posttest 1	2	3	4	5	Pretest Total
Pretest 1	2	0	3	13	2	20	0	0	0	1	0	1
Pretest 2	2	0	0	5	2	9	0	0	0	0	0	0
Pretest 3	2	0	10	26	6	44	0	0	1	2	0	3
Pretest 4	14	1	43	1790	467	2315	5	2	2	404	138	551
Pretest 5	6	0	4	406	895	1311	1	0	0	140	530	671
Posttest Total	26	1	60	2240	1372	3699	6	2	3	547	668	1226

Table of Means

	Pretest	Posttest
Qualified	4.32	4.33
Non-Qualified	4.54	4.52

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	49	37	88	13	13	200	2	12	22	10	6	52
	2	40	179	207	68	66	560	8	55	59	25	36	183
Pretest	3	88	179	933	215	259	1674	18	62	257	69	104	510
	4	20	59	216	117	131	543	5	14	53	30	38	140
	5	22	55	278	94	273	722	8	18	95	53	167	341
Posttest	Total	219	509	1722	507	742	3699	41	161	486	187	351	1226

Table of Means

	Pretest	Posttest
Qualified	3.28	3.28
non-Qualified	3.44	3.53

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	26	7	16	91	44	184	11	2	5	23	9	50
	2	6	23	18	53	31	131	4	3	2	10	6	25
Pretest	3	18	9	27	100	58	212	4	3	4	23	15	49
	4	53	58	97	969	553	1730	18	9	20	408	191	646
	5	23	33	44	462	880	1442	5	3	6	178	264	456
Posttest	Total	126	130	202	1675	1566	3699	42	20	37	642	485	1226

Table of Means

	Pretest	Posttest
Qualified	4.11	4.20
non-Qualified	4.17	4.23

TABLE XXVIII

HER Results(Continued)

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	40	32	50	19	14	155	9	11	12	5	5	42
	2	34	96	117	72	26	345	12	25	49	21	12	119
	3	63	120	775	352	159	1469	14	31	235	137	55	472
	4	30	63	361	545	215	1214	5	17	135	206	65	428
	5	6	21	97	181	211	516	1	4	48	59	53	165
Posttest Total		173	332	1400	1169	625	3699	41	88	479	428	190	1226

Table of Means

	Pretest	Posttest
Qualified	3.43	3.47
non-Qualified	3.45	3.52

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	214	98	68	34	62	476	14	18	11	4	12	59
	2	78	227	111	72	124	612	13	39	23	12	29	116
	3	45	107	189	142	241	724	8	16	60	30	78	192
	4	23	46	110	146	245	570	6	14	37	43	86	186
	5	27	101	171	189	829	1317	7	19	51	99	497	673
Posttest Total		387	579	649	583	1501	3699	48	106	182	188	702	1226

Table of Means

	Pretest	Posttest
Qualified	3.44	3.60
non-Qualified	4.06	4.13

HER Results(Continued)

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	27	35	32	13	3	110	1	3	6	4	0	14
	2	30	124	210	71	25	460	5	29	31	10	9	84
	3	38	183	720	419	187	1547	6	35	181	127	59	408
	4	9	51	339	387	234	1020	0	21	110	177	112	420
	5	5	18	124	180	235	562	0	2	41	95	162	300
Posttest Total		109	411	1425	1070	684	3699	12	90	369	413	342	1226

Table of Means

	Pretest	Posttest
Qualified	3.40	3.50
non-Qualified	3.74	3.80

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	14	39	32	13	5	103	1	4	5	2	1	13
	2	27	219	254	125	38	663	5	30	34	32	5	106
	3	15	191	577	415	144	1342	3	33	178	133	41	388
	4	3	64	266	553	225	1111	2	10	102	243	111	468
	5	2	24	80	176	198	480	0	1	30	96	124	251
Posttest Total		61	537	1209	1282	610	3699	11	78	349	506	282	1226

Table of Means

	Pretest	Posttest
Qualified	3.32	3.50
non-Qualified	3.68	3.79

TABLE XXX

HER Results(Continued)

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	377	200	94	103	42	816	45	40	15	14	3	117
	2	146	508	98	292	117	1161	36	142	45	104	31	358
	3	52	78	103	118	33	384	7	27	17	37	8	96
	4	66	183	94	476	156	975	18	49	34	245	83	429
	5	12	65	24	131	131	363	4	19	11	79	112	225
Posttest Total		653	1034	413	1120	479	3699	110	277	122	479	237	1225

Table of Means

	Pretest	Posttest
Qualified	2.70	2.93
non-Qualified	3.23	3.37

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	3	5	1	8	17	0	2	1	1	3	7
	2	2	27	46	34	32	141	1	7	15	5	4	32
	3	8	51	425	277	302	1063	2	18	91	86	80	277
	4	6	28	222	305	372	933	1	9	54	102	152	318
	5	4	32	241	316	951	1544	4	15	64	121	388	592
Posttest Total		20	141	939	933	1665	3698	8	51	225	315	627	1226

Table of Means

	Pretest	Posttest
Qualified	4.04	4.10
non-Qualified	4.19	4.23

4. Press for Language Development. Again the pattern is essentially the same for qualified and non-qualified homes, pre and post. Most parents sometimes made corrections in the child's speech and many other parents made a conscious effort to improve their child's speech. Relatively fewer parents spent a great deal of time developing their child's correct use of English.

5. Availability of Supplies for Language Development. Most parents, qualified and non-qualified, have dictionaries, books, children's books, newspapers and magazines in their home, although relatively more non-qualified homes had them than qualified homes. More qualified homes changed than did non-qualified homes, although more non-qualified homes provided such supplies both pre and post.

6. Learning Opportunities Outside the Home. In qualified homes most parents made "some effort" to teach their child outside the home, although many others made "much effort" to do so. There was also an increase in the number of parents making a "clearcut effort" to teach their child outside the home.

Parents in non-qualified homes made "much effort" although many others made "some effort" to teach their child outside the home.

The number of qualified and non-qualified parents making a clearcut effort increased.

7. Materials for Learning in the Home. Both qualified and non-qualified homes evidenced a movement toward making a systematic attempt to provide materials and situations for learning in the home with relatively more non-qualified homes making such an attempt than qualified homes.

Qualified homes revealed a change from most parents making "some attempt" to provide materials and situations for learning to most parents making "many attempts."

In non-qualified homes, most parents made "many attempts" both pre and post.

8. Reading Press. In the case of qualified homes, an almost bi-modal distribution resulted in which many parents have and use books in the home and none from the library while many others used both books in the home and library books. A shift is noted toward an increase in the number of library books being used along with books already in the home to systematically teach the child.

In non-qualified homes, a similar bi-modal distributional is evidenced but with relatively more parents systematically using both library books and other reading materials to teach the child in the home.

9. Trust in School. In qualified homes, most parents had a "great deal" of trust of school although many had only "some trust" or "more trust." Movement is toward a "great deal" of trust.

In non-qualified homes, a clearer pattern of having a "great deal of trust" in the school is in evidence.

Changes in Parents

Although the Home Environment Review data indicates several kinds of changes in parents, an attempt was made to gather data on changes in parents as individuals in one of our Follow Through communities (Houston). The How I See Myself (HISM) and the Social Reaction Inventory (SRI), the same self-concept of internal-external locus of control instruments that were used with the parent educators, were administered to 459 and

450 parents respectively. These data are reported in Table XXXI.

It should be obvious that the same results were obtained for the Houston parents as were obtained for the parent educators in all communities. They registered significant gains on the Competence Factor of the HISM and no gains on the SRI although again a bottoming effect seems to have been reached. Perhaps these findings are not surprising when it is remembered that most parent educators were and still are parents.

Community by Community

While it is not fair to compare our communities with one another because of varying local conditions, the following tables present community by community data on the Purdue Teacher Opinionaire on teachers, the How I See Myself and Social Reaction Inventory on parent educators, the I Feel Me Feel on children, and the Home Environment Review on home learning environments. All these instruments have already been discussed and are included in appendices. Again, no attempt is being made here to compare communities. Each community's data should be viewed independently.

Changes in the Policy Advisory Committee

It has already been noted that the Policy Advisory Committee (PAC) plays a central role in the Florida Model. Therefore, two kinds of data were collected concerning PAC: (1) changes in parents' knowledge of PAC and (2) information on actual PAC activities. The former was collected by means of the Parent Response Report (PRR) which is a 30 item instrument which requires the parent to respond on a "yes," "no," or "don't know" basis. The instrument and a table of item by item responses by parents across all communities is included in Appendix P. "Yes" is the

TABLE XXXI

1971-72 Data Summary for Houston - Parents' HISM and SRI

The How I See Myself(HISM)-Parents (N = 459)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and *t*-Tests of Differences(Posttest-Pretest)

		Factor			
		1	2	3	4
Pre	$\bar{X}$	55.95	39.04	21.50	18.39
	s	10.90	6.89	5.51	4.62
Post	$\bar{X}$	55.37	38.38	21.84	18.91
	s	11.21	7.42	5.58	4.81
t		<0.96	<1.82	1.16	2.27*

*P < .05

The Social Reaction Inventory(SRI)-Parents (N = 450)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and *t*-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	*t*
$\bar{X}$	8.14	8.49	1.75
s	4.10	3.68	▨

1971-72 Data Summary for Community #1

The Purdue Teacher Opinionaire(PTO) (N = 27)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores,
and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	64.67	70.29	43.92	18.89	34.78	15.18	25.18	14.52	15.15	16.56	319.15
	s	14.65	6.12	8.14	3.53	5.15	3.12	3.30	2.95	2.63	1.87	36.39
Post	$\bar{X}$	64.89	69.18	46.96	17.22	35.41	15.56	24.89	14.15	15.92	16.18	320.37
	s	12.98	6.67	4.61	3.32	4.88	2.21	3.13	3.45	2.93	2.42	25.72
%tile Rank		50	50	50	41	50	59	50	41	68	50	50
t		0.06	<1.00	1.88	<2.09*	0.57	0.55	<0.42	<0.42	1.25	<0.54	0.15

*P < .05

Center: Community #1

The How I See Myself(HISM)-Parent Educators (N = 49)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

		Factor 1	Factor 2	Factor 3	Factor 4
Pre	$\bar{X}$	58.69	40.63	18.92	20.26
	s	8.56	6.70	3.64	3.07
Post	$\bar{X}$	60.53	42.38	19.61	20.92
	s	7.47	5.68	3.55	3.55
t		1.61	2.21*	1.84	1.64

*P < .05

The Social Reaction Inventory(SRI)-Parent Educators (N = 46)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	7.74	8.56	1.84
s	3.52	3.73	▨

Center: Community #1

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

	Qualified Homes Posttest 1	2	3	4	5	Pretest Total	Non-Qualified Homes Posttest 1	2	3	4	5	Pretest Total
Pretest 1	0	0	0	1	0	1	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	1	4	1	6	0	0	0	0	0	0
4	2	0	0	106	44	152	0	2	0	14	6	22
5	1	0	0	59	123	183	0	0	0	7	17	24
Posttest Total	3	0	1	170	168	342	0	2	0	21	23	46

Table of Means

	Pretest	Posttest
Qualified	4.509	4.462
Non-Qualified	4.522	4.413

HER Results(Continued)

Center: Community #1

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	1	2	1	0	5	1	0	0	0	0	1
	2	1	18	17	7	7	50	0	6	7	0	1	14
	3	4	16	97	15	20	152	1	5	9	1	1	17
	4	0	0	32	17	24	73	0	0	1	1	2	4
	5	2	4	26	7	23	62	0	0	2	0	8	10
Posttest Total		8	39	174	47	74	342	2	11	19	2	12	46

Table of Means

	Pretest	Posttest
Qualified	3.400	3.409
non-Qualified	3.174	3.239

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Variable 3 ; Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	1	0	8	5	14	1	0	0	0	0	1
	2	0	0	1	1	0	2	0	0	0	1	0	1
	3	1	2	4	6	2	15	0	0	0	2	1	3
	4	6	6	12	92	54	170	1	2	3	19	7	32
	5	2	4	6	45	84	141	0	0	0	4	5	9
Posttest Total		9	13	23	152	145	342	2	2	3	26	13	46

Table of Means

	Pretest	Posttest
Qualified	4.234	4.202
non-Qualified	4.022	4.000

HER Results(Continued) Center: Community #1

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	1	2	0	1	4	0	1	0	0	0	1
	2	2	5	11	10	1	29	1	0	3	0	0	4
	3	1	7	59	33	17	117	0	2	3	7	3	15
	4	1	4	40	68	18	131	1	1	7	9	7	25
	5	0	2	12	21	26	61	0	0	0	0	1	1
Posttest Total		4	19	124	132	63	342	2	4	13	16	11	46

Table of Means

	Pretest	Posttest
Qualified	3.632	3.675
non-Qualified	3.456	3.652

* * *

Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	4	2	0	5	1	12	0	2	1	0	0	3
	2	3	20	7	5	9	44	1	3	3	0	1	8
	3	1	7	14	16	17	55	0	0	1	0	4	5
	4	1	5	11	18	28	63	0	0	1	1	6	8
	5	1	12	17	21	117	168	0	0	2	3	17	22
Posttest Total		10	46	49	65	172	342	1	5	8	4	28	46

Table of Means

	Pretest	Posttest
Qualified	3.968	4.003
non-Qualified	3.826	4.152

HER Results(Continued)   Center: Community #1

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	2	0	1	0	4	0	0	0	1	0	1
	2	2	1	11	5	1	20	1	1	3	0	0	5
	3	2	10	47	46	17	122	0	2	7	6	2	17
	4	1	7	42	56	32	138	0	3	1	6	3	13
	5	0	1	12	18	27	58	0	0	1	4	5	10
Posttest Total		6	21	112	126	77	342	1	6	12	17	10	46

Table of Means

	Pretest	Posttest
Qualified	3.661	3.722
non-Qualified	3.565	3.630

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	1	0	0	1	0	0	0	0	0	0
	2	3	11	17	14	1	46	1	2	1	1	0	5
	3	1	10	43	41	12	107	0	2	7	5	0	14
	4	1	8	30	69	23	131	0	3	5	11	1	20
	5	0	2	9	21	25	57	0	0	0	3	4	7
Posttest Total		5	31	100	145	61	342	1	7	13	20	5	46

Table of Means

	Pretest	Posttest
Qualified	3.576	3.661
non-Qualified	3.630	3.456

HER Results(Continued) Center: Community #1

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	28	11	7	6	5	57	4	4	1	0	0	9
	2	8	36	14	39	12	109	2	4	1	4	0	11
	3	3	7	6	9	2	27	0	1	2	0	0	3
	4	11	13	7	66	14	111	2	3	0	11	2	18
	5	0	3	1	17	17	38	0	0	1	1	3	5
Posttest Total		50	70	35	137	50	342	8	12	5	16	5	46

Table of Means

	Pretest	Posttest
Qualified	2.895	3.196
non-Qualified	2.978	2.956

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	0	0	0	0	0	1	0	0	0	1
	2	0	3	4	0	4	11	0	0	2	0	1	3
	3	0	5	22	27	34	88	0	1	7	5	2	15
	4	1	7	23	29	44	104	0	0	1	3	3	7
	5	0	4	15	30	90	139	1	1	3	5	10	20
Posttest Total		1	19	64	86	172	342	1	3	13	13	16	46

Table of Means

	Pretest	Posttest
Qualified	4.085	4.196
non-Qualified	3.913	3.869

1971-72 Data Summary for Community #2

The Purdue Teacher Opinionaire(PTO) (N = 14)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	56.21	66.21	39.85	20.00	35.28	13.21	21.64	13.21	12.92	16.14	294.71
	s	14.63	10.93	9.91	5.70	5.51	3.88	5.48	3.26	3.12	2.85	48.82
Post	$\bar{X}$	53.21	61.64	38.43	18.93	34.21	11.86	20.43	11.00	12.64	14.35	276.71
	s	10.78	12.21	7.79	5.19	5.86	3.01	4.57	3.86	3.79	4.10	38.78
%tile Rank		24	17	17	50	32	28	32	17	41	24	17
t		<1.77	<2.62*	<0.74	<0.91	<0.76	<2.01	<1.12	<2.47*	<0.47	<1.55	<3.06*

*P < .05

Center: Community #2

The How I See Myself(HISM)-Parent Educators (N =   )

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4
Pre	$\bar{X}$				
	s				
Post	$\bar{X}$				
	s				
t					

DATA LOST IN MAIL

The Social Reaction Inventory(SRI)-Parent Educators (N = 27)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	9.81	9.25	<0.67
s	4.67	3.95	▨

Center: Community #2

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for Qualified Children (N = 366)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	60.96	50.58	39.42	59.41	46.19
	s	9.67	8.11	6.39	9.83	6.87
Post	$\bar{X}$	60.33	50.16	38.89	58.64	46.46
	s	9.88	7.48	6.38	9.97	6.73
t		<1.07	<0.82	<1.26	<1.29	0.64

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for non-Qualified Children (N = 36)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	58.30	47.22	35.78	56.22	43.02
	s	10.56	8.79	8.34	10.83	8.27
Post	$\bar{X}$	59.61	49.72	37.69	58.36	46.25
	s	12.31	8.06	6.79	11.03	7.75
t		0.53	1.23	1.11	0.95	1.60

Center: Community #2

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes						Non-Qualified Homes					
		Posttest					Pretest	Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	0	0	1	0	1	0	0	0	0	0	0
	2	0	0	0	1	0	1	0	0	0	0	0	0
Pretest	3	0	0	0	2	2	4	0	0	0	2	0	2
	4	1	0	4	166	35	206	0	0	0	16	2	18
	5	0	0	1	32	103	136	0	0	0	7	7	14
Posttest Total		1	0	5	202	140	348	0	0	0	25	9	34

Table of Means

	Pretest	Posttest
Qualified	4.365	4.379
Non-Qualified	4.353	4.265

Center: Community #2

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	2	1	7	1	1	12	0	0	0	0	0	0
	2	6	12	24	8	12	62	0	2	2	1	0	5
	3	3	11	62	17	30	123	1	4	10	1	2	18
	4	0	12	27	12	15	66	0	2	2	0	0	4
	5	2	4	34	12	33	85	0	0	3	2	2	7
Posttest Total		13	40	154	50	91	348	1	8	17	4	4	34

Table of Means

	Pretest	Posttest
Qualified	3.431	3.477
non-Qualified	3.382	3.059

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	2	0	6	2	10	0	0	1	1	0	2
	2	0	5	2	2	0	9	0	0	0	1	0	1
	3	2	0	3	10	3	18	1	0	0	2	0	3
	4	4	7	6	68	47	132	0	0	1	7	5	13
	5	2	6	6	72	93	179	1	0	0	10	4	15
Posttest Total		8	20	17	158	145	348	2	0	2	21	9	34

Table of Means

	Pretest	Posttest
Qualified	4.325	4.184
non-Qualified	4.118	4.029

Center: Community #2

HER Results(Continued)

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	6	0	3	1	11	0	0	1	0	0	1
	2	1	5	5	12	5	28	0	2	0	2	0	4
	3	4	13	74	29	12	132	0	1	11	2	3	17
	4	2	9	37	43	27	118	0	0	2	6	2	10
	5	0	2	11	23	23	59	0	0	1	0	1	2
Posttest Total		8	35	127	110	68	348	0	3	15	10	6	34

Table of Means

	Pretest	Posttest
Qualified	3.534	3.560
non-Qualified	3.235	3.559

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	11	4	3	1	2	21	0	0	0	0	0	0
	2	5	14	9	3	15	46	2	0	2	3	1	8
	3	2	8	15	24	36	85	0	1	2	2	3	8
	4	1	2	5	10	34	52	0	0	0	0	4	4
	5	2	6	20	14	102	144	0	2	2	3	7	14
Posttest Total		21	34	52	52	189	348	2	3	6	8	15	34

Table of Means

	Pretest	Posttest
Qualified	3.724	4.017
non-Qualified	3.706	3.912

HER Results(Continued) Center: Community #2

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	3	3	7	0	0	13	1	0	0	1	0	2
	2	3	11	14	9	1	38	1	2	1	0	0	4
	3	4	21	59	40	12	136	1	0	8	3	0	12
	4	1	5	30	34	25	95	0	0	5	4	0	9
	5	2	1	8	26	29	66	0	0	2	4	1	7
Posttest Total		13	41	118	109	67	348	3	2	16	12	1	34

Table of Means

	Pretest	Posttest
Qualified	3.468	3.448
non-Qualified	3.441	3.176

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	2	1	0	0	3	0	1	0	0	0	1
	2	2	14	13	10	1	40	1	0	1	3	0	5
	3	1	18	47	36	12	114	0	1	6	4	1	12
	4	1	9	31	65	28	134	1	0	3	4	0	8
	5	2	3	7	26	19	57	0	0	3	3	2	8
Posttest Total		6	46	99	137	60	348	2	2	13	14	3	34

Table of Means

	Pretest	Posttest
Qualified	3.580	3.572
non-Qualified	3.500	3.412

HER Results(Continued)

Center: Community #2

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	20	9	5	14	2	50	3	2	0	2	0	7
	2	7	40	8	47	9	111	3	1	4	4	0	12
	3	3	10	8	16	3	40	0	1	2	1	0	4
	4	3	15	15	54	21	108	0	0	0	4	1	5
	5	4	5	2	17	11	39	1	0	1	1	3	6
Posttest	Total	37	79	38	148	46	348	7	4	7	12	4	34

Table of Means

	Pretest	Posttest
Qualified	2.928	3.250
non-Qualified	2.735	3.059

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	0	0	1	1	0	1	0	0	1	2
	2	0	2	6	4	4	16	0	0	0	0	0	0
	3	1	10	40	28	38	117	1	2	3	4	3	13
	4	0	0	23	25	29	77	0	0	1	2	2	5
	5	0	1	17	27	91	136	0	1	1	4	8	14
Posttest	Total	1	13	86	84	163	347	1	4	5	10	14	34

Table of Means

	Pretest	Posttest
Qualified	3.954	4.138
non-Qualified	3.853	3.941

1971-72 Data Summary for Community #3

The Purdue Teacher Opinionaire(PTO) (N = 15)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	73.13	76.60	52.00	19.06	35.87	17.13	28.27	17.27	18.73	17.33	355.39
	s	8.39	3.56	5.08	4.64	4.95	2.06	3.39	2.05	1.44	2.19	28.86
Post	$\bar{X}$	69.60	76.20	50.27	16.93	35.93	17.47	27.73	16.67	18.93	16.73	346.46
	s	10.34	3.17	4.86	3.61	3.95	1.81	2.76	2.52	1.39	2.93	23.45
%tile Rank		68	83	75	32	50	75	75	68	86	50	83
t		<2.37*	<0.41	<2.06	<1.96	0.07	0.51	<0.94	<0.99	0.76	<0.77	<2.06

$*P < .05$

Center: Community #3

The How I See Myself(HISM)-Parent Educators (N = 29)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

		Factor 1	Factor 2	Factor 3	Factor 4
Pre	$\bar{X}$	54.93	38.62	16.96	17.24
	s	6.45	4.97	3.24	4.39
Post	$\bar{X}$	58.07	39.44	16.79	18.27
	s	5.82	4.51	4.30	3.65
t		2.41*	0.82	<0.26	1.63

*$P < .05$

The Social Reaction Inventory(SRI)-Parent Educators (N = 28)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.71	7.11	0.75
s	3.98	4.62	▨

Center: Community #3

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for Qualified Children (N = 226)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	62.04	51.98	40.08	58.98	46.96
	s	9.63	8.11	6.42	10.81	7.13
Post	$\bar{X}$	63.26	52.42	40.36	60.08	47.36
	s	7.15	6.09	5.18	8.50	5.22
t		1.85	0.82	0.62	1.52	0.83

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for non-Qualified Children (N = 228)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	64.20	53.14	40.57	60.78	47.37
	s	8.24	6.88	5.59	9.40	6.15
Post	$\bar{X}$	62.88	52.53	39.88	60.10	47.31
	s	7.44	5.67	5.23	8.25	4.84
t		<2.56*	<1.37	<1.98 *	<1.11	<0.16

*P < .05

Center: Community #3

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes					Pretest	Non-Qualified Homes					Pretest
		Posttest						Posttest					
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	1	0	0	1	0	2	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0
Pretest	3	1	0	4	4	1	10	0	0	0	0	0	0
	4	0	0	3	127	27	157	0	0	0	32	7	39
	5	1	0	1	12	25	39	0	0	0	7	37	44
Posttest Total		3	0	8	144	53	208	0	0	0	39	44	83

Table of Means

	Pretest	Posttest
Qualified	4.110	4.173
Non-Qualified	4.530	4.530

Center: Community #3

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	4	6	0	1	12	0	0	0	0	0	0
	2	2	14	19	2	3	40	1	8	8	2	3	22
	3	3	21	59	12	12	107	0	8	14	3	9	34
	4	0	4	9	5	3	21	1	1	4	2	2	10
	5	0	5	11	2	10	28	0	1	3	4	9	17
Posttest Total		6	48	104	21	29	208	2	18	29	11	23	83

Table of Means

	Pretest	Posttest
Qualified	3.062	3.091
non-Qualified	3.265	3.422

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	2	0	1	2	7	12	0	0	0	0	0	0
	2	2	2	0	7	2	13	1	0	1	0	0	2
	3	3	1	3	6	2	15	0	0	0	1	0	1
	4	1	1	15	49	28	94	1	0	2	24	13	40
	5	1	3	2	28	40	74	1	1	0	17	21	40
Posttest Total		9	7	21	92	79	208	3	1	3	42	34	83

Table of Means

	Pretest	Posttest
Qualified	3.986	4.082
non-Qualified	4.422	4.241

Center: Community #3

HER Results(Continued)

Variable 4: Press for Language Development

		Qualified Homes Posttest				Pretest		non-Qualified Homes Posttest				Pretest
	1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest 1	2	3	5	3	0	13	3	2	1	1	1	8
2	2	6	7	1	1	17	1	1	3	1	0	6
3	10	18	56	16	7	107	2	4	21	7	2	36
4	1	4	21	33	4	63	0	5	11	11	0	27
5	1	0	4	3	0	8	0	0	2	2	2	6
Posttest Total	16	31	93	56	12	208	6	12	38	22	5	83

Table of Means

	Pretest	Posttest
Qualified	3.173	3.082
non-Qualified	3.205	3.096

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Variable 5: Availability of Supplies for Language Development

		Qualified Homes Posttest				Pretest		non-Qualified Homes Posttest				Pretest
	1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest 1	21	9	4	2	6	42	1	1	2	0	3	7
2	2	23	14	3	7	49	0	2	0	0	0	2
3	3	8	9	8	9	37	0	0	5	1	6	12
4	1	3	4	12	8	28	1	1	0	3	4	9
5	2	9	12	1	28	52	2	1	2	4	44	53
Posttest Total	29	52	43	26	58	208	4	5	9	8	57	83

Table of Means

	Pretest	Posttest
Qualified	2.995	3.154
non-Qualified	4.193	4.313

Center: Community #3

HER Results(Continued)

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	2	4	2	1	0	9	0	0	1	0	0	1
	2	2	7	15	5	2	31	0	1	2	0	0	3
	3	3	15	48	17	8	91	0	1	9	6	2	18
	4	0	3	27	20	9	59	0	3	8	14	13	38
	5	0	1	5	9	3	18	0	0	3	9	11	23
Posttest Total		7	30	97	52	22	208	0	5	23	29	26	83

Table of Means

	Pretest	Posttest
Qualified	3.221	3.250
non-Qualified	3.952	3.916

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	2	4	3	0	1	10	0	1	0	0	0	1
	2	2	16	13	2	1	34	0	2	2	5	0	9
	3	1	23	45	21	7	97	0	2	5	6	3	16
	4	0	3	25	23	7	58	0	0	7	17	10	34
	5	0	0	3	4	2	9	0	0	2	5	16	23
Posttest Total		5	46	89	50	18	208	0	5	16	33	29	83

Table of Means

	Pretest	Posttest
Qualified	3.106	3.144
non-Qualified	3.831	4.036

HER Results(Continued)

Center: Community #3

Variable 8 : Reading Press

	Qualified Homes Posttest 1	2	3	4	5	Pretest Total	non-Qualified Homes Posttest 1	2	3	4	5	Pretest Total
Pretest 1	29	10	3	5	0	47	1	0	0	2	0	3
2	12	28	6	20	2	68	1	9	6	5	1	22
3	3	4	5	7	1	20	0	2	0	1	1	4
4	8	14	2	33	8	65	2	0	1	18	8	29
5	1	2	1	2	2	8	0	0	2	7	16	25
Posttest Total	53	58	17	67	13	208	4	11	9	33	26	83

Table of Means

	Pretest	Posttest
Qualified	2.610	2.658
non-Qualified	3.614	3.795

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Variable 9 : Trust in School

	Qualified Homes Posttest 1	2	3	4	5	Pretest Total	non-Qualified Homes Posttest 1	2	3	4	5	Pretest Total
Pretest 1	0	0	1	0	0	1	0	0	0	1	0	1
2	1	2	3	1	0	7	1	1	0	0	0	2
3	2	1	22	19	19	63	0	2	2	8	6	18
4	1	2	20	21	29	73	0	0	4	7	8	19
5	0	1	14	14	35	64	0	0	5	20	18	43
Posttest Total	4	6	60	55	83	208	1	3	11	36	32	83

Table of Means

	Pretest	Posttest
Qualified	3.923	3.995
non-Qualified	4.217	4.144

1971-72 Data Summary for Community #4

The Purdue Teacher Opinionaire(PTO) (N = 31)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal	6) Curriculum Issues
2) Satisfaction with Teaching	7) Teacher Status
3) Rapport among Teachers	8) Community Support of Education
4) Teacher Salary	9) School Facilities and Services
5) Teacher Load	10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and *t*-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	68.13	71.03	46.[illegible]	20.13	37.45	15.29	26.45	15.48	15.45	16.45	332.84
	s	10.25	6.54	4.66	3.76	3.20	2.51	2.88	2.51	2.92	2.05	27.68
Post	$\bar{X}$	59.55	70.81	47.55	20.00	35.32	15.13	25.51	14.61	13.67	16.68	318.84
	s	14.11	5.82	4.99	3.78	5.58	2.96	3.93	3.13	3.85	1.81	34.98
%tile Rank		32	50	59	50	50	50	59	41	50	50	50
t		<4.48*	<0.25	0.68	<0.18	<2.41*	<0.31	<1.62	<1.84	<2.74*	0.64	<2.92*

*P < .05

Center: Community #4

The How I See Myself(HISM)-Parent Educators (N = 33)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

		Factor			
		1	2	3	4
Pre	$\bar{X}$	54.58	37.67	17.52	17.52
	s	8.34	5.10	4.65	4.44
Post	$\bar{X}$	52.82	36.61	15.76	18.79
	s	9.93	6.38	4.15	3.27
t		<0.86	<1.16	<1.83	1.87

The Social Reaction Inventory(SRI)-Parent Educators (N = 33)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	8.79	8.12	<1.20
s	4.25	4.29	▨

Center: Community #4

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy	3) Teacher-School	5) Physical
2) Peer	4) Academic	

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for Qualified Children (N = 467)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	62.13	50.87	39.68	59.64	46.14
	s	9.71	8.25	6.36	10.22	7.06
Post	$\bar{X}$	63.72	52.18	40.11	61.55	47.34
	s	8.62	7.31	5.88	9.04	6.33
t		3.47*	3.27*	1.35	4.10*	3.44*

*P < .05

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for non-Qualified Children (N = 197)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	63.66	52.09	40.83	61.24	46.76
	s	8.39	7.51	5.64	9.19	6.60
Post	$\bar{X}$	64.45	52.83	40.89	62.00	47.27
	s	7.78	6.46	5.30	8.13	5.75
t		1.25	1.27	0.12	1.12	1.03

Center: Community #4

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes Posttest					Pretest Total	Non-Qualified Homes Posttest					Pretest Total
		1	2	3	4	5		1	2	3	4	5	
	1	0	0	1	2	0	3	0	0	0	0	0	0
	2	2	0	0	0	1	3	0	0	0	0	0	0
Pretest	3	1	0	2	2	2	7	0	0	0	0	0	0
	4	3	0	12	239	39	293	1	0	0	57	20	78
	5	0	0	0	61	76	137	0	0	0	20	87	107
Posttest Total		6	0	15	304	118	443	1	0	0	77	107	185

Table of Means

	Pretest	Posttest
Qualified	4.259	4.192
Non-Qualified	4.578	4.562

HER Results(Continued) Center: Community #4

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	11	8	17	1	3	40	0	0	4	2	1	7
	2	6	22	33	6	3	70	0	4	8	3	9	24
	3	15	20	86	20	18	159	1	3	28	7	15	54
	4	3	9	25	8	15	60	0	1	11	5	11	28
	5	5	6	49	16	38	114	0	7	25	6	34	72
Posttest Total		40	65	210	51	77	443	1	15	76	23	70	185

Table of Means

	Pretest	Posttest
Qualified	3.312	3.135
non-Qualified	3.724	3.789

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	2	2	12	7	24	0	1	0	3	0	4
	2	1	3	2	10	2	18	0	0	0	1	2	3
	3	2	0	1	12	2	17	1	2	0	0	4	7
	4	10	8	9	119	63	209	0	1	0	62	32	95
	5	4	9	8	71	83	175	0	0	1	36	39	76
Posttest Total		18	22	22	224	157	443	1	4	1	102	77	185

Table of Means

	Pretest	Posttest
Qualified	4.113	4.083
non-Qualified	4.276	4.351

HER Results (Continued) Center: Community #4

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	8	9	11	3	0	31	0	0	2	3	1	6
	2	14	19	18	8	0	59	2	3	7	5	3	20
	3	7	19	96	35	13	170	1	5	32	18	7	63
	4	3	16	61	65	6	151	0	2	24	37	6	69
	5	0	2	11	12	7	32	0	2	8	13	4	27
Posttest Total		32	65	197	123	26	443	3	12	73	76	21	185

Table of Means

	Pretest	Posttest
Qualified	3.212	3.103
non-Qualified	3.492	3.540

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	18	16	13	4	11	62	0	1	0	0	0	1
	2	7	35	16	8	14	80	0	4	1	0	5	10
	3	5	13	29	9	31	87	0	2	2	3	11	18
	4	2	8	17	18	29	74	2	2	7	6	17	34
	5	5	15	18	25	77	140	0	5	9	15	93	122
Posttest Total		37	87	93	64	162	443	2	14	19	24	126	185

Table of Means

	Pretest	Posttest
Qualified	3.339	3.512
non-Qualified	4.438	4.394

HER Results(Continued)   Center: Community #4

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	1	3	3	2	0	9	0	0	0	0	0	0
	2	2	19	23	3	1	48	0	1	0	1	0	2
Pretest	3	5	23	99	50	28	205	0	1	13	17	11	42
	4	0	8	49	48	15	120	0	1	14	28	26	69
	5	0	2	20	26	13	61	0	0	5	21	46	72
Posttest	Total	8	55	194	129	57	443	0	3	32	67	83	185

Table of Means

	Pretest	Posttest
Qualified	3.397	3.388
non-Qualified	4.140	4.243

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	4	2	2	0	8	0	0	0	0	0	0
	2	2	28	39	17	3	89	0	0	4	4	0	8
Pretest	3	1	21	80	48	18	168	0	3	18	27	7	55
	4	1	7	34	76	15	133	0	0	12	44	26	82
	5	0	4	7	24	10	45	0	0	2	19	19	40
Posttest	Total	4	64	162	167	46	443	0	3	36	94	52	185

Table of Means

	Pretest	Posttest
Qualified	3.266	3.422
non-Qualified	3.832	4.054

HER Results (Continued) Center: Community #4

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	23	18	21	16	2	80	2	1	0	0	0	3
	2	13	34	7	32	9	95	0	13	4	15	6	38
	3	6	7	19	30	1	63	0	3	3	12	1	19
	4	9	23	21	93	21	167	1	9	5	48	21	84
	5	1	7	6	14	10	38	0	3	2	16	20	41
Posttest Total		52	89	74	185	43	443	3	29	14	91	48	185

Table of Means

	Pretest	Posttest
Qualified	2.973	3.176
non-Qualified	3.659	3.82

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	1	0	0	2	3	0	0	0	0	0	0
	2	0	1	4	5	4	14	0	1	0	0	1	2
	3	1	4	44	42	29	120	0	2	7	14	7	30
	4	1	5	35	43	46	130	0	2	6	22	38	68
	5	0	10	33	51	82	176	0	0	11	16	58	85
Posttest Total		2	21	116	141	163	443	0	5	24	52	104	185

Table of Means

	Pretest	Posttest
Qualified	4.043	3.998
non-Qualified	4.276	4.378

1971-72 Data Summary for Community #5

The Purdue Teacher Opinionaire(PTO) (N = 38)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	1C	Total
Pre	$\bar{X}$	63.13	66.39	45.39	16.87	34.55	14.84	22.53	14.45	13.71	15.82	307.68
	s	14.85	8.34	7.25	3.96	6.44	2.70	5.01	3.75	3.55	2.25	36.30
Post	$\bar{X}$	64.68	67.03	47.00	17.08	34.13	15.39	23.63	14.87	14.71	16.24	314.76
	s	14.54	8.15	6.04	3.25	5.01	3.15	4.10	3.46	3.14	2.60	34.50
%tile Rank		50	32	59	32	50	54	50	46	56	50	50
t		0.69	0.60	1.26	0.35	<0.57	1.04	1.58	0.81	2.10*	0.94	1.50

$^*P < .05$

Center: Community #5

The How I See Myself(HISM)-Parent Educators (N = 58)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4
Pre	$\bar{X}$	57.90	41.28	18.40	20.07
	s	10.85	4.90	4.29	3.56
Post	$\bar{X}$	58.19	39.66	19.33	19.74
	s	8.25	5.63	3.61	3.76
t		0.19	< 2.11*	1.57	<0.57

*P < .05

The Social Reaction Inventory(SRI)-Parent Educators (N = 57)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	7.40	7.16	<0.56
s	3.40	3.56	▨

Center: Community #5

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

	Qualified Homes Posttest					Pretest	Non-Qualified Homes Posttest					Pretest
	1	2	3	4	5	Total	1	2	3	4	5	Total
1	0	0	0	2	0	2	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
Pretest 3	0	0	0	2	0	2	0	0	1	0	0	1
4	0	1	5	239	74	319	0	0	1	67	22	90
5	1	0	0	50	124	175	0	0	0	29	116	145
Posttest Total	1	1	5	293	198	498	0	0	2	96	138	236

Table of Means

	Pretest	Posttest
Qualified	4.33	4.37
Non-Qualified	4.61	4.57

HER Results (Continued)   Center: Community #5

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	2	1	8	1	1	13	0	2	5	2	2	11
	2	6	17	23	13	4	63	2	5	4	6	4	21
Pretest	3	11	27	143	27	44	252	7	13	63	20	16	119
	4	4	8	24	25	13	74	0	4	8	5	5	22
	5	1	10	39	22	24	96	1	2	15	13	32	63
Posttest	Total	24	63	237	88	86	498	10	26	95	46	59	236

Table of Means

	Pretest	Posttest
Qualified	3.35	3.29
non-Qualified	3.44	3.50

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	6	1	3	4	1	15	1	1	2	5	3	12
	2	0	3	4	11	1	19	0	1	0	1	0	2
Pretest	3	4	1	5	25	15	50	0	0	1	4	3	8
	4	7	8	16	179	77	287	3	2	7	91	33	136
	5	3	3	5	45	71	127	1	1	2	27	47	78
Posttest Total		20	16	33	264	165	498	5	5	12	128	86	236

Table of Means

	Pretest	Posttest
Qualified	3.98	4.08
non-Qualified	4.08	4.20

HER Results(Continued)

Center: Community #5

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	5	0	4	0	0	9	1	1	0	0	0	2
	2	3	2	15	9	3	32	1	1	9	1	1	13
	3	7	13	128	65	19	232	2	4	53	29	8	96
	4	6	8	51	71	21	157	1	3	23	44	12	83
	5	1	4	9	23	31	68	0	0	12	17	13	42
Posttest Total		22	27	207	168	74	498	5	9	97	91	34	236

Table of Means

	Pretest	Posttest
Qualified	3.48	3.49
non-Qualified	3.63	3.59

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	15	17	18	4	3	57	1	6	1	2	2	12
	2	8	38	15	12	18	91	2	8	5	1	5	21
	3	5	22	31	23	27	108	3	5	16	3	7	34
	4	1	9	17	30	28	85	1	2	10	6	16	35
	5	1	23	23	35	75	157	1	3	12	25	93	134
Posttest Total		30	109	104	104	151	498	8	24	44	37	123	236

Table of Means

	Pretest	Posttest
Qualified	3.38	3.47
non-Qualified	4.09	4.03

Center: Community #5

HER Results(Continued)

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	3	4	6	4	0	17	0	2	0	0	0	2
	2	5	22	33	9	1	70	1	5	3	0	0	9
	3	5	32	110	47	21	215	5	10	40	23	10	88
	4	1	10	48	51	29	139	0	4	26	43	17	90
	5	0	3	13	21	20	57	0	1	5	19	22	47
Posttest Total		14	71	210	132	71	498	6	22	74	85	49	236

Table of Means

	Pretest	Posttest
Qualified	3.30	3.35
non-Qualified	3.72	3.63

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	4	8	9	2	1	24	1	0	0	1	0	2
	2	4	30	37	14	1	86	0	4	7	6	2	19
	3	1	35	78	56	16	186	0	6	44	19	7	76
	4	0	12	33	73	19	137	0	1	21	47	16	85
	5	0	3	14	21	27	65	0	0	11	20	23	54
Posttest Total		9	88	171	166	64	498	1	11	83	93	48	236

Table of Means

	Pretest	Posttest
Qualified	3.27	3.38
non-Qualified	3.72	3.74

HER Results(Continued) Center: Community #5

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	56	32	7	11	4	110	6	10	5	2	0	23
	2	19	89	14	34	13	169	7	33	7	28	6	81
	3	10	17	10	16	7	60	4	3	5	4	2	18
	4	7	39	8	43	10	107	5	13	11	40	7	76
	5	2	10	3	19	18	52	1	4	1	11	21	38
Posttest Total		94	187	42	123	52	498	23	63	29	85	36	236

Table of Means

	Pretest	Posttest
Qualified	2.64	2.70
non-Qualified	3.10	3.20

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	2	0	1	3	0	0	0	0	0	0
	2	1	3	6	5	2	17	0	0	3	3	0	6
	3	0	12	69	30	37	148	0	0	26	13	11	50
	4	0	4	23	44	49	120	0	1	10	30	29	70
	5	2	4	41	56	107	210	1	3	9	28	69	110
Posttest Total		3	23	141	135	196	498	1	4	48	74	109	236

Table of Means

	Pretest	Posttest
Qualified	4.04	4.00
non-Qualified	4.20	4.21

1971-72 Data Summary for Community #6

The Purdue Teacher Opinionaire(PTO) (N = 6)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	58.17	72.00	38.83	24.00	39.67	17.50	21.33	13.17	17.67	16.33	318.67
	s	11.43	3.85	10.01	2.45	3.44	2.07	2.06	.98	1.75	1.97	29.05
Post	$\bar{X}$	39.67	67.00	27.33	19.33	35.83	9.50	18.67	10.50	14.00	13.67	255.50
	s	22.15	8.15	6.83	6.02	7.81	5.47	8.67	5.99	5.97	5.32	76.65
%tile Rank		8	32	2	50	50	8	17	17	50	12	8
t		<2.12	<1.47	<2.13	<1.60	<1.19	<3.90*	<0.72	<1.26	<1.63	<1.62	<1.93

*P < .05

Center: Community #6

The How I See Myself(HISM)-Parent Educators (N = 13)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy	3) Physical Appearance
2) Social Male - School	4) Competence

Means, Standard Deviations, and *t*-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4
Pre	$\bar{X}$	54.92	38.31	16.00	18.85
	s	7.38	4.70	3.79	4.02
Post	$\bar{X}$	51.31	37.69	16.08	19.00
	s	9.30	4.57	3.52	3.76
t		<1.85	<0.61	0.09	0.19

The Social Reaction Inventory(SRI)-Parent Educators (N = 13)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and *t*-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	*t*
$\bar{X}$	5.23	7.07	2.46*
s	3.19	4.03	▨

*P < .05

Center: Community #6

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes						Non-Qualified Homes					
		Posttest					Pretest	Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	0	0	0	0	0						
	2	0	0	0	0	0	0						
Pretest	3	0	0	0	2	0	2						
	4	1	0	0	45	7	53						
	5	0	0	0	4	34	38						
Posttest Total		1	0	0	51	41	93						

Table of Means

	Pretest	Posttest
Qualified	4.387	4.409
Non-Qualified		

Center: Community #6

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	4	1	3	0	0	8						
	2	0	18	1	2	0	21						
	3	1	0	30	5	2	38						
	4	1	1	2	2	3	9						
	5	0	3	1	0	13	17						
Posttest Total		6	23	37	9	18	93						

Table of Means

	Pretest	Posttest
Qualified	3.064	3.108
non-Qualified		

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	0	0	3	1	5						
	2	1	2	0	2	1	6						
	3	0	2	2	8	0	12						
	4	1	1	1	25	15	43						
	5	1	0	0	6	20	27						
Posttest Total		4	5	3	44	37	93						

Table of Means

	Pretest	Posttest
Qualified	3.871	4.129
non-Qualified		

Center: Community #6

HER Results(Continued)

Variable 4 : Press for Language Development

	Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
	1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest 1	3	1	1	0	0	5						
2	0	6	5	2	1	14						
3	2	1	32	14	1	50						
4	0	0	3	16	0	19						
5	0	0	1	0	4	5						
Posttest Total	5	8	42	32	6	93						

Table of Means

	Pretest	Posttest
Qualified	3.054	3.279
non-Qualified		

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Variable 5 : Availability of Supplies for Language Development

	Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
	1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest 1	0	1	0	0	1	2						
2	0	13	4	2	8	27						
3	0	2	6	1	5	14						
4	0	1	0	0	5	6						
5	0	1	2	2	39	44						
Posttest Total	0	18	12	5	58	93						

Table of Means

	Pretest	Posttest
Qualified	3.677	4.108
non-Qualified		

HER Results(Continued)

Center: Community #6

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	0	0	0	0	0						
	2	0	3	12	1	0	16						
Pretest	3	1	0	23	16	2	42						
	4	0	0	2	13	7	22						
	5	0	0	1	3	9	13						
Posttest	Total	1	3	38	33	18	93						

Table of Means

	Pretest	Posttest
Qualified	3.344	3.688
non-Qualified		

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	1	0	0	0	1						
	2	0	3	11	4	0	18						
Pretest	3	0	2	21	13	1	37						
	4	0	0	1	30	2	33						
	5	0	0	0	0	4	4						
Posttest Total		0	6	33	47	7	93						

Table of Means

	Pretest	Posttest
Qualified	3.226	3.591
non-Qualified		

HER Results (Continued) Center: Community #6

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	11	11	0	0	0	22						
	2	4	34	0	6	0	44						
	3	0	0	4	0	0	4						
	4	0	2	0	12	0	14						
	5	0	3	0	1	5	9						
Posttest Total		15	50	4	19	5	93						

Table of Means

	Pretest	Posttest
Qualified	2.398	2.452
non-Qualified		

Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	0	0	0	0						
	2	0	2	0	0	0	2						
	3	0	1	25	3	2	31						
	4	0	0	7	13	6	26						
	5	0	0	2	7	25	34						
Posttest Total		0	3	34	23	33	93						

Table of Means

	Pretest	Posttest
Qualified	3.989	3.925
non-Qualified		

1971-72 Data Summary for Community #7

The Purdue Teacher Opinionaire(PTO) (N = 20)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	71.75	73.25	47.65	16.75	32.65	17.90	23.05	12.10	15.30	17.35	327.75
	s	6.42	4.97	6.25	4.15	6.24	2.57	5.72	4.15	2.15	2.74	26.41
Post	$\bar{X}$	72.20	74.05	48.75	19.70	34.60	18.45	26.45	13.20	15.65	17.90	340.95
	s	9.25	7.35	6.21	3.31	4.95	2.31	4.41	3.38	2.80	1.89	29.56
%tile Rank		68	68	68	50	50	83	68	32	69	65	68
t		0.23	0.52	0.78	3.26*	1.32	1.11	3.39*	1.16	0.84	0.94	2.43*

#P < .05

Center: Community #7

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for Qualified Children (N = 277)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	61.92	50.33	39.01	59.05	46.25
	s	7.96	6.75	5.39	8.35	6.04
Post	$\bar{X}$	64.48	52.55	41.05	61.56	48.16
	s	6.84	6.10	4.35	7.91	5.01
t		4.91*	4.42*	5.77*	4.15*	4.47*

*P < .05

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for non-Qualified Children (N = 199)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	62.73	51.87	39.45	59.34	47.07
	s	7.59	6.79	5.68	8.78	6.14
Post	$\bar{X}$	65.76	53.91	41.50	63.26	49.39
	s	6.03	5.62	4.53	7.12	4.47
t		4.95*	3.55*	4.51*	5.50*	4.72*

*P < .05

Center: Community #7

The How I See Myself(HISM)-Parent Educators (N = 38)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

		Factor 1	Factor 2	Factor 3	Factor 4
Pre	$\bar{X}$	59.68	42.68	19.58	21.39
	s	7.51	5.20	3.96	4.06
Post	$\bar{X}$	58.97	40.63	18.68	21.68
	s	6.86	6.36	3.71	3.97
t		<0.67	<3.01*	<1.96	0.47

$^*P < .05$

The Social Reaction Inventory(SRI)-Parent Educators (N = 31)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	6.77	7.13	0.55
s	3.45	4.42	▨

Center: Community #7

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes Posttest					Pretest Total	Non-Qualified Homes Posttest					Pretest Total
		1	2	3	4	5		1	2	3	4	5	
	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	1	0	1	0	0	0	0	0	0
Pretest	3	0	0	0	1	0	1	0	0	0	0	0	0
	4	0	0	1	77	27	105	0	0	1	54	21	76
	5	0	0	0	28	33	61	0	0	0	9	47	56
Posttest Total		0	0	1	107	60	168	0	0	1	63	68	132

Table of Means

	Pretest	Posttest
Qualified	4.34	4.35
Non-Qualified	4.42	4.51

HER Results(Continued) Center: Community #7

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	5	6	7	2	3	23	1	1	2	2	2	8
	2	1	9	9	2	3	24	1	4	7	1	6	19
	3	2	4	35	8	13	62	1	4	30	3	17	55
	4	2	1	6	5	2	16	0	1	4	2	2	9
	5	3	3	11	3	23	43	0	3	6	7	25	41
Posttest Total		13	23	68	20	44	168	3	13	49	15	52	132

Table of Means

	Pretest	Posttest
Qualified	3.19	3.35
non-Qualified	3.42	3.76

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	0	2	13	2	18	2	0	0	4	0	6
	2	0	0	0	1	1	2	0	0	1	0	1	2
	3	0	0	0	3	1	4	0	0	1	3	1	5
	4	2	2	3	47	25	79	1	2	2	24	24	53
	5	0	1	2	19	43	65	0	0	2	20	44	66
Posttest Total		3	3	7	83	72	168	3	2	6	51	70	132

Table of Means

	Pretest	Posttest
Qualified	4.02	4.30
non-Qualified	4.29	4.39

HER Results(Continued) Center: Community #7

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	1	2	4	2	1	10	1	2	1	0	0	4
	2	0	5	5	4	0	14	2	2	2	2	2	10
	3	1	8	26	15	10	60	1	1	13	20	6	41
	4	1	4	17	29	10	61	0	1	13	26	10	50
	5	0	3	7	10	3	23	0	1	7	7	12	27
Posttest Total		3	22	59	60	24	168	4	7	36	55	30	132

Table of Means

	Pretest	Posttest
Qualified	3.43	3.48
non-Qualified	3.65	3.76

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	9	7	2	1	3	22	2	2	0	1	0	5
	2	1	8	6	5	5	25	1	3	1	2	2	9
	3	2	9	11	8	10	40	1	1	3	5	15	25
	4	0	1	2	5	13	21	0	3	2	5	5	15
	5	1	5	9	14	31	60	1	0	7	19	51	78
Posttest Total		13	30	30	33	62	168	5	9	13	32	73	132

Table of Means

	Pretest	Posttest
Qualified	3.43	3.60
non-Qualified	4.15	4.20

HER Results(Continued) Center: Community #7

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	1	2	2	1	0	6	0	0	1	0	0	1
	2	1	4	9	4	0	18	0	1	1	1	1	4
Pretest	3	0	5	33	20	9	67	0	1	20	12	7	40
	4	1	3	13	19	10	46	0	1	13	20	15	49
	5	0	2	8	11	10	31	0	0	4	14	20	38
Posttest Total		3	16	65	55	29	168	0	3	39	47	43	132

Table of Means

	Pretest	Posttest
Qualified	3.46	3.54
non-Qualified	3.90	3.98

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	0	3	0	0	3	0	0	0	0	0	0
	2	1	17	13	7	1	39	1	1	3	1	0	6
Pretest	3	0	2	27	18	4	51	0	4	20	14	4	42
	4	0	3	11	26	9	49	0	1	8	31	11	51
	5	0	3	5	10	8	26	0	0	2	11	20	33
Posttest Total		1	25	59	61	22	168	1	6	33	57	35	132

Table of Means

	Pretest	Posttest
Qualified	3.33	3.46
non-Qualified	3.84	3.90

HER Results(Continued)

Center: Community #7

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	14	8	8	7	3	40	6	5	1	0	2	14
	2	6	33	8	13	5	65	3	17	5	14	6	45
	3	1	3	1	1	0	6	0	3	1	2	2	8
	4	2	11	5	15	6	39	1	7	2	19	8	37
	5	0	4	2	6	6	18	0	0	1	13	14	28
Posttest Total		23	59	24	42	20	168	10	32	10	48	32	132

Table of Means

	Pretest	Posttest
Qualified	2.58	2.86
non-Qualified	3.15	3.45

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	2	1	1	4	0	0	0	0	0	0
	3	0	0	20	10	20	50	0	6	6	5	13	30
	4	1	2	6	10	16	35	0	0	7	6	17	30
	5	0	0	13	14	52	79	1	1	9	9	52	72
Posttest Total		1	2	41	35	89	168	1	7	22	20	82	132

Table of Means

	Pretest	Posttest
Qualified	4.12	4.24
non-Qualified	4.32	4.32

1971-72 Data Summary for Community #8

The Purdue Teacher Opinionaire(PTO) (N = 21)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	64.71	66.57	43.05	13.20	34.19	15.90	21.48	12.48	15.95	15.95	303.48
	s	7.12	8.51	9.15	5.10	6.16	2.77	4.08	3.25	2.65	2.65	36.98
Post	$\bar{X}$	61.81	69.43	42.38	14.24	35.52	15.57	22.95	12.38	17.00	16.38	307.67
	s	11.38	7.06	8.04	4.69	6.26	3.65	4.88	4.75	1.87	2.48	40.75
%tile Rank		41	50	32	25	50	59	48	24	83	50	50
t		<1.33	1.75	<0.50	1.22	1.47	<0.43	1.63	<0.11	2.36*	0.62	0.70

$^*P < .05$

Center: Community #8

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy 3) Teacher-School 5) Physical

2) Peer 4) Academic

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for Qualified Children (N = 508)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	61.85	50.87	39.91	59.86	46.92
	s	8.08	6.71	5.46	9.11	6.01
Post	$\bar{X}$	63.09	51.64	40.19	61.73	46.67
	s	8.65	7.15	5.75	8.90	6.04
t		2.94*	2.08*	0.94	4.28*	2.40*

*P < .05

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for non-Qualified Children (N = 14)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	66.14	54.29	41.43	64.14	49.36
	s	2.63	4.79	4.57	4.28	3.23
Post	$\bar{X}$	65.57	51.93	40.07	65.36	49.36
	s	4.70	5.89	3.47	6.69	4.83
t		<0.47	<1.09	<0.91	0.57	0.0

Center: Community #8

The How I See Myself(HISM)-Parent Educators (N = 37)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4
Pre	$\bar{X}$	60.51	40.11	19.41	19.81
	s	5.94	6.87	4.19	3.48
Post	$\bar{X}$	60.51	40.84	20.22	21.11
	s	10.18	6.17	4.42	3.39
t		0.0	0.64	1.46	2.86*

*$P < .05$

The Social Reaction Inventory(SRI)-Parent Educators (N = 30)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	8.13	7.73	<0.36
s	4.22	4.63	▨

Center: Community #8

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes						Non-Qualified Homes					
		Posttest					Pretest	Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	0	0	0	1	0	1	0	0	0	0	0	0
	2	0	0	0	1	1	2	0	0	0	0	0	0
Pretest	3	0	0	0	4	0	4	0	0	0	0	0	0
	4	1	0	7	278	64	350	0	0	0	3	1	4
	5	0	0	0	46	80	126	0	0	0	2	6	8
Posttest Total		1	0	7	330	145	483	0	0	0	5	7	12

Table of Means

	Pretest	Posttest
Qualified	4.24	4.28
Non-Qualified	4.67	4.58

HER Results(Continued) Center: Community #8

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	9	5	10	1	0	25	0	0	0	0	0	0
	2	12	32	25	8	7	84	0	0	0	0	0	0
Pretest	3	25	23	108	51	28	235	0	0	3	0	3	6
	4	4	4	21	21	20	70	0	0	1	1	1	3
	5	3	4	23	17	22	69	0	0	0	0	3	3
Posttest	Total	53	68	187	98	77	483	0	0	4	1	7	12

Table of Means

	Pretest	Posttest
Qualified	3.15	3.16
non-Qualified	3.75	4.25

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	4	0	4	10	7	25	0	0	0	0	0	0
	2	0	2	3	4	8	17	1	0	0	0	0	1
Pretest	3	2	1	3	8	12	26	0	0	0	0	0	0
	4	7	7	15	134	72	235	0	0	0	0	3	3
	5	1	3	6	52	118	180	0	0	0	2	6	8
Posttest Total		14	13	31	208	217	483	1	0	0	2	9	12

Table of Means

	Pretest	Posttest
Qualified	4.09	4.24
non-Qualified	4.50	4.50

HER Results(Continued) Center: Community #8

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	9	1	9	3	4	26	0	0	0	0	1	1
	2	4	5	9	12	2	32	1	0	0	0	0	1
	3	6	9	109	55	25	204	0	0	2	0	1	3
	4	7	6	42	66	35	156	0	0	0	4	2	6
	5	0	1	3	30	31	65	0	0	1	0	0	1
Posttest Total		26	22	172	166	97	483	1	0	3	4	4	12

Table of Means

	Pretest	Posttest
Qualified	3.42	3.59
non-Qualified	3.42	3.83

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	72	12	13	7	17	121	0	0	0	0	0	0
	2	19	15	8	17	14	73	1	0	1	0	0	2
	3	7	9	15	15	30	76	0	0	2	0	0	2
	4	6	3	19	20	29	77	0	0	0	2	0	2
	5	7	10	15	33	71	136	0	0	0	1	5	6
Posttest Total		111	49	70	92	161	483	1	0	3	3	5	12

Table of Means

	Pretest	Posttest
Qualified	3.07	3.30
non-Qualified	4.00	3.92

HER Results(Continued) Center: Community #8

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	5	6	3	1	1	16	0	0	0	0	0	0
	2	6	19	31	15	6	77	0	0	2	0	1	3
Pretest	3	6	20	98	65	24	213	0	0	2	1	0	3
	4	3	2	46	49	31	131	0	0	0	2	1	3
	5	1	2	14	14	15	46	0	0	0	2	1	3
Posttest	Total	21	49	192	144	77	483	0	0	4	5	3	12

Table of Means

	Pretest	Posttest
Qualified	3.24	3.42
non-Qualified	3.50	3.92

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	4	6	5	4	1	20	0	0	0	0	0	0
	2	5	37	39	18	9	108	0	0	1	0	0	1
Pretest	3	4	36	69	68	18	195	0	0	3	2	0	5
	4	0	9	36	60	24	129	0	0	0	2	1	3
	5	0	2	10	9	10	31	0	0	0	1	2	3
Posttest Total		13	90	159	159	62	483	0	0	4	5	3	12

Table of Means

	Pretest	Posttest
Qualified	3.09	3.34
non-Qualified	3.67	3.92

HER Results(Continued)   Center: Community #8

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	78	36	15	17	8	154	1	0	0	1	0	2
	2	27	80	15	36	25	183	0	3	0	0	0	3
	3	4	6	10	13	6	39	0	1	0	0	0	1
	4	9	16	5	30	13	73	0	0	0	1	3	4
	5	0	9	1	13	11	34	0	0	0	0	2	2
Posttest Total		118	147	46	109	63	483	1	4	0	2	5	12

Table of Means

	Pretest	Posttest
Qualified	2.27	2.69
non-Qualified	3.08	3.50

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	1	1	0	2	4	0	0	0	0	0	0
	2	0	3	7	5	7	22	0	1	0	0	0	1
	3	2	11	72	46	36	167	0	0	2	1	1	4
	4	0	3	31	32	38	104	0	0	1	0	0	1
	5	2	4	41	39	100	186	0	0	0	2	4	6
Posttest Total		4	22	152	122	183	483	0	1	3	3	5	12

Table of Means

	Pretest	Posttest
Qualified	3.92	3.95
non-Qualified	4.00	4.00

1971-72 Data Summary for Community #9

The Purdue Teacher Opinionaire(PTO) (N = 28)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	63.00	69.78	44.86	20.28	33.00	16.10	26.21	13.82	15.46	16.14	315.68
	s	10.43	7.71	5.99	4.52	6.70	2.56	3.35	3.52	4.18	3.37	36.69
Post	$\bar{X}$	63.93	70.85	45.86	20.93	34.89	16.35	25.68	13.50	16.36	16.92	325.28
	s	12.11	6.77	6.28	4.91	5.89	2.72	4.15	3.27	2.53	2.12	33.53
%tile Rank		50	50	50	68	50	68	59	32	68	50	68
t		0.42	0.81	0.75	1.04	1.60	0.55	<0.96	<0.63	1.15	1.13	0.97

Center: Community #9

The How I See Myself(HISM)-Parent Educators (N = 47)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4
Pre	$\bar{X}$	58.57	40.47	17.79	19.15
	s	9.25	4.92	4.46	3.69
Post	$\bar{X}$	59.25	39.70	18.98	19.98
	s	7.79	6.23	4.11	4.17
t		0.47	<1.04	2.78*	2.06*

*P < .05

The Social Reaction Inventory(SRI)-Parent Educators (N = 40)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	7.80	6.88	<2.10*
s	3.68	3.89	▨

*P < .05

Center: Community #9

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for Qualified Children (N = 404)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	61.64	50.59	39.39	59.31	46.14
	s	9.87	7.94	6.26	10.43	7.45
Post	$\bar{X}$	62.03	51.13	39.76	60.30	46.79
	s	9.14	7.29	6.08	9.92	6.44
t		0.74	1.24	1.03	1.75	1.65

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for non-Qualified Children (N = 316)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	63.76	52.46	40.51	61.67	47.78
	s	9.03	7.27	5.43	9.81	6.44
Post	$\bar{X}$	63.55	52.34	40.32	61.69	47.60
	s	8.23	6.59	5.51	8.84	5.45
t		<0.36	<0.26	<0.49	0.04	<0.47

Center: Community #9

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

	Qualified Homes							Non-Qualified Homes					
	Posttest					Pretest		Posttest					Pretest
	1	2	3	4	5	Total		1	2	3	4	5	Total
1	0	0	1	3	1	5		0	0	0	1	0	1
2	0	0	0	0	0	0		0	0	0	0	0	0
Pretest 3	0	0	1	1	0	2		0	0	0	0	0	0
4	2	0	7	186	42	237		2	0	0	113	30	145
5	1	0	2	37	54	94		0	0	0	25	70	95
Posttest Total	3	0	11	227	97	338		2	0	0	139	100	241

Table of Means

	Pretest	Posttest
Qualified	4.228	4.228
Non-Qualified	4.380	4.390

Center: Community #9

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	5	5	12	2	0	24	0	3	5	2	1	11
	2	1	13	34	8	7	63	2	16	9	7	5	39
	3	6	15	86	18	21	146	5	15	54	13	17	104
	4	3	5	35	7	9	59	2	2	11	7	3	25
	5	2	7	25	4	8	46	7	2	30	10	13	62
Posttest Total		17	45	192	39	45	338	16	38	109	39	39	241

Table of Means

	Pretest	Posttest
Qualified	3.118	3.147
non-Qualified	3.365	3.195

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	5	0	1	13	4	23	4	0	2	4	3	13
	2	1	2	0	6	6	15	1	1	0	3	2	7
	3	1	2	4	6	6	19	2	1	2	6	2	13
	4	6	9	10	88	48	161	8	2	5	81	31	127
	5	4	0	4	51	61	120	0	0	1	35	45	81
Posttest Total		17	13	19	164	125	338	15	4	10	129	83	241

Table of Means

	Pretest	Posttest
Qualified	4.006	4.086
non-Qualified	4.062	4.080

Center: Community #9

HER Results (Continued)

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest Total	non-Qualified Homes Posttest					Pretest Total
		1	2	3	4	5		1	2	3	4	5	
Pretest	1	3	2	8	2	3	18	2	4	3	0	1	10
	2	3	11	17	5	7	43	3	7	14	4	2	30
	3	7	11	72	22	14	126	4	8	42	24	16	94
	4	2	2	30	54	23	111	1	1	28	32	11	73
	5	1	1	10	19	9	40	0	1	8	14	11	34
Posttest Total		16	27	137	102	56	338	10	21	95	74	41	241

Table of Means

	Pretest	Posttest
Qualified	3.331	3.458
non-Qualified	3.378	3.477

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest Total	non-Qualified Homes Posttest					Pretest Total
		1	2	3	4	5		1	2	3	4	5	
Pretest	1	20	16	3	3	6	48	6	5	1	1	3	16
	2	10	28	16	7	11	72	5	15	8	4	10	42
	3	7	14	24	11	14	70	3	6	21	10	19	59
	4	5	6	12	11	22	56	1	4	9	4	19	37
	5	2	9	20	14	47	92	2	5	10	12	58	87
Posttest Total		44	73	75	46	100	338	17	35	49	31	109	241

Table of Means

	Pretest	Posttest
Qualified	3.213	3.251
non-Qualified	3.568	3.747

HER Results(Continued) Center: Community #9

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	5	7	4	2	2	20	0	1	4	1	0	6
	2	3	20	27	10	3	63	2	17	9	5	3	36
	3	4	21	66	39	14	144	0	14	48	28	10	100
	4	1	9	21	28	12	71	0	3	15	23	11	52
	5	1	1	12	12	14	40	0	1	14	8	24	47
Posttest Total		14	58	130	91	45	338	2	36	90	65	48	241

Table of Means

	Pretest	Posttest
Qualified	3.142	3.281
non-Qualified	3.407	3.502

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	3	7	3	4	1	18	0	2	4	0	1	7
	2	6	22	28	12	3	71	2	15	10	7	3	37
	3	3	16	62	38	9	128	2	11	49	27	6	95
	4	0	5	21	42	15	83	1	1	20	30	17	69
	5	0	3	8	10	17	38	0	1	8	12	12	33
Posttest Total		12	53	122	106	45	338	5	30	91	76	39	241

Table of Means

	Pretest	Posttest
Qualified	3.154	3.352
non-Qualified	3.348	3.473

Center: Community #9

HER Results (Continued)

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	49	23	8	4	6	90	17	12	5	6	1	41
	2	17	43	8	19	13	100	18	50	12	19	4	103
	3	7	10	8	3	3	31	1	7	2	6	1	17
	4	11	20	9	25	13	78	5	11	7	17	9	49
	5	2	10	1	13	13	39	2	7	1	8	12	30
Posttest Total		86	106	34	64	48	338	43	87	27	56	27	240

Table of Means

	Pretest	Posttest
Qualified	2.633	2.651
non-Qualified	2.683	2.738

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	0	0	1	1	0	0	1	0	2	3
	2	0	7	3	5	5	20	0	2	5	1	0	8
	3	1	3	22	31	29	86	1	3	26	19	16	65
	4	2	2	17	42	35	98	1	4	17	9	24	55
	5	0	4	17	22	90	133	1	4	11	19	75	110
Posttest Total		3	16	59	100	160	338	3	13	60	48	117	241

Table of Means

	Pretest	Posttest
Qualified	4.012	4.178
non-Qualified	4.083	4.091

1971-72 Data Summary for Community #A

The Purdue Teacher Opinionaire(PTO) (N = 12)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores,
and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	67.25	71.67	46.67	20.83	37.92	15.75	25.58	15.42	17.25	16.75	335.08
	s	8.55	7.14	6.12	5.54	4.46	2.73	4.12	1.78	2.18	1.76	33.39
Post	$\bar{X}$	65.67	71.33	47.17	20.25	40.08	14.92	26.83	15.83	18.58	17.00	337.67
	s	13.86	7.77	5.80	4.97	2.97	2.84	4.26	2.59	1.50	2.59	36.24
%tile Rank		50	50	50	50	83	50	83	59	87	50	68
t		<0.59	<0.27	0.34	<0.40	1.69	<1.35	1.40	0.74	1.85	0.38	0.36

Center: Community #A

The How I See Myself(HISM)-Parent Educators (N = 20)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and *t*-Tests of Differences(Posttest-Pretest)

Factor

		1	2	3	4
Pre	$\bar{X}$	54.80	37.85	16.00	18.85
	s	7.53	5.29	3.57	4.09
Post	$\bar{X}$	54.05	37.15	15.35	19.45
	s	7.79	5.66	3.63	3.39
t		<0.71	<1.03	<2.67*	0.98

*P < .05

The Social Reaction Inventory(SRI)-Parent Educators (N = 20)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and *t*-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	*t*
$\bar{X}$	5.20	6.65	2.49*
s	4.55	4.82	▨

*P < .05

Center: Community #A

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for Qualified Children (N = 143)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	62.44	51.83	39.69	60.50	46.53
	s	9.43	8.06	6.59	9.99	7.37
Post	$\bar{X}$	64.01	52.81	40.45	61.57	48.01
	s	7.42	6.60	5.52	8.73	5.82
t		1.95	1.39	1.36	1.22	2.47*

*P < .05

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)
for non-Qualified Children (N = 126)

		Factor				
		1	2	3	4	5
Pre	$\bar{X}$	64.00	52.43	40.08	61.73	47.59
	s	7.97	7.00	5.58	9.12	6.33
Post	$\bar{X}$	62.93	52.13	39.69	60.93	46.86
	s	9.12	7.77	6.87	9.59	6.25
t		<1.28	<0.44	<0.63	<0.86	<1.19

Center: Community #A

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

	Qualified Homes						Non-Qualified Homes					
	Posttest					Pretest	Posttest					Pretest
	1	2	3	4	5	Total	1	2	3	4	5	Total
1	0	0	1	0	0	1	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
Pretest 3	0	0	1	0	0	1	0	0	0	0	0	0
4	0	0	0	97	3	100	0	0	0	30	10	40
5	0	0	0	0	13	13	0	0	0	8	42	50
Posttest Total	0	0	2	97	16	115	0	0	0	38	52	90

Table of Means

	Pretest	Posttest
Qualified	4.078	4.122
Non-Qualified	4.556	4.578

Center: Community #A

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	6	1	3	0	1	11	0	1	1	1	0	3
	2	2	3	3	4	3	15	0	4	4	0	3	11
	3	6	2	44	11	2	65	1	0	7	14	10	32
	4	0	0	5	2	3	10	0	0	0	3	5	8
	5	1	3	6	1	3	14	0	1	5	4	26	36
Posttest Total		15	9	61	18	12	115	1	6	17	22	44	90

Table of Means

	Pretest	Posttest
Qualified	3.009	3.026
non-Qualified	3.700	4.133

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	3	0	1	6	0	10	2	0	0	2	1	5
	2	0	4	1	0	1	6	0	0	0	0	0	0
	3	0	0	0	1	2	3	0	0	0	1	1	2
	4	2	6	4	39	18	69	1	0	0	38	21	60
	5	0	0	0	3	24	27	0	0	0	8	15	23
Posttest Total		5	10	6	49	45	115	3	0	0	49	38	90

Table of Means

	Pretest	Posttest
Qualified	3.843	4.035
non-Qualified	4.067	4.322

HER Results (Continued) Center: Community #A

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	3	3	1	0	0	7	0	0	1	0	0	1
	2	2	18	3	0	0	23	0	2	3	5	0	10
	3	7	6	27	12	4	56	1	0	16	14	5	36
	4	2	1	12	10	3	28	1	0	7	24	8	40
	5	0	0	0	1	0	1	0	0	0	1	2	3
Posttest Total		14	28	43	23	7	115	2	2	27	44	15	90

Table of Means

	Pretest	Posttest
Qualified	2.939	2.835
non-Qualified	3.378	3.756

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Variable 5 : Availability of Supplies for Language

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	12	3	1	0	1	17	1	0	4	0	0	5
	2	3	17	4	2	2	28	0	1	0	0	1	2
	3	0	2	4	4	10	20	0	0	2	4	9	15
	4	1	3	5	3	11	23	1	0	1	6	13	21
	5	0	1	3	2	21	27	0	1	1	5	40	47
Posttest Total		16	26	17	11	45	115	2	2	8	15	63	90

Table of Means

	Pretest	Posttest
Qualified	3.130	3.374
non-Qualified	4.144	4.500

Center: Community #A

HER Results (Continued)

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	2	0	0	0	0	2	0	0	0	0	0	0
	2	1	4	9	0	0	14	0	1	3	2	1	7
	3	3	6	39	8	2	58	0	0	12	11	4	27
	4	0	0	11	17	4	32	0	0	10	13	13	36
	5	0	0	1	4	4	9	0	0	1	6	13	20
Posttest Total		6	10	60	29	10	115	0	1	26	32	31	90

Table of Means

	Pretest	Posttest
Qualified	3.278	3.235
non-Qualified	3.767	4.033

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	1	0	0	0	1	0	0	0	0	0	0
	2	0	9	7	4	0	20	0	1	2	1	0	4
	3	0	7	26	8	4	45	0	0	6	13	3	22
	4	0	0	7	26	12	45	0	0	10	27	13	50
	5	0	0	0	2	2	4	0	0	0	5	9	14
Posttest Total		0	17	40	40	18	115	0	1	18	46	25	90

Table of Means

	Pretest	Posttest
Qualified	3.269	3.513
non-Qualified	3.822	4.056

HER Results(Continued) Center: Community #A

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	18	4	2	4	0	28	0	2	0	0	0	2
	2	3	21	2	2	0	28	1	7	3	9	5	25
	3	2	3	13	0	0	18	1	2	1	3	0	7
	4	1	6	3	25	2	37	0	3	1	28	7	39
	5	0	0	1	1	2	4	0	2	0	4	11	17
Posttest Total		24	34	21	32	4	115	2	16	5	44	23	90

Table of Means

	Pretest	Posttest
Qualified	2.661	2.635
non-Qualified	3.489	3.778

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Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	0	1	0	0	1	0	0	0	0	0	0
	2	0	0	3	3	0	6	0	0	1	0	0	1
	3	0	0	14	6	3	23	0	0	4	4	7	15
	4	0	0	10	20	14	44	0	1	2	11	19	33
	5	0	0	3	10	28	41	0	0	1	5	35	41
Posttest Total		0	0	31	39	45	115	0	1	8	20	61	90

Table of Means

	Pretest	Posttest
Qualified	4.026	4.122
non-Qualified	4.267	4.567

1971-72 Data Summary for Community #B

The Purdue Teacher Opinionaire(PTO) (N = 4)

The PTO is a multi-dimensional measure of teacher morale involving 10 factors and a total score. The ten factors are:

1) Teacher Rapport with Principal
2) Satisfaction with Teaching
3) Rapport among Teachers
4) Teacher Salary
5) Teacher Load
6) Curriculum Issues
7) Teacher Status
8) Community Support of Education
9) School Facilities and Services
10) Community Pressures

Means, Standard Deviations, Percentile Ranks of Posttest Scores, and t-Tests of Differences(Posttest-Pretest)

		Factor										
		1	2	3	4	5	6	7	8	9	10	Total
Pre	$\bar{X}$	59.75	68.25	44.50	19.25	37.00	15.00	25.75	14.75	14.75	17.50	316.50
	s	14.22	1.26	7.51	3.59	2.83	0.82	3.59	2.50	3.50	1.00	27.81
Post	$\bar{X}$	60.50	70.25	43.75	19.75	37.25	17.00	27.00	14.50	16.00	16.50	322.50
	s	15.42	2.75	6.24	5.62	2.50	1.41	3.56	1.29	2.94	3.11	28.38
%tile Rank		32	50	41	50	59	68	68	41	68	50	50
t		0.16	2.19	<0.54	0.22	0.26	4.90*	1.21	<0.33	1.06	<0.74	0.87

*P < .05

Center: Community #B

The I Feel, Me Feel(IFMF)-Children

The IFMF measures five factors related to self-concept in children:

1) General Adequacy
2) Peer
3) Teacher-School
4) Academic
5) Physical

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for Qualified Children (N = 546)

		Factor 1	2	3	4	5
Pre	$\bar{X}$	62.37	51.31	40.00	60.60	46.63
	s	9.07	7.47	5.79	9.32	6.75
Post	$\bar{X}$	64.55	52.88	41.49	62.94	48.37
	s	8.14	6.71	4.94	8.65	5.68
t		4.90*	4.18*	5.07*	5.09*	5.29*

*P < .05

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest) for non-Qualified Children (N =)

		Factor 1	2	3	4	5
Pre	$\bar{X}$					
	s					
Post	$\bar{X}$					
	s					
t						

Center: Community #B

The How I See Myself(HISM)-Parent Educators (N = 18)

The HISM measures four factors related to self-concept:

1) Interpersonal Adequacy
2) Social Male - School
3) Physical Appearance
4) Competence

Means, Standard Deviations, and t-Tests of Differences(Posttest-Pretest)

		Factor 1	Factor 2	Factor 3	Factor 4
Pre	$\bar{X}$	61.94	40.94	20.17	19.56
	s	6.59	7.08	3.20	3.97
Post	$\bar{X}$	63.22	42.17	20.17	20.78
	s	7.60	6.81	3.90	4.35
t		0.64	0.88	0.0	1.79

The Social Reaction Inventory(SRI)-Parent Educators (N = 19)

The SRI measures the extent to which a person reports feelings of control over the events in his life, with lower scores indicating stronger feelings of internal control.

Means, Standard Deviations, and t-Test of Difference(Posttest-Pretest)

	Pretest	Posttest	t
$\bar{X}$	5.84	5.95	0.20
s	3.67	4.36	▨

Center: Community #B

The Home Environment Review (HER)

Note: The HER measures nine dimensions (Environmental Processes) of the homes participating in the Florida Parent Education Program. The results for each variable are presented for qualified and non-qualified homes. The results are presented in terms of the frequency distributions of posttest ratings, one distribution for each possible pretest rating. For each variable, a table of means is also presented.

Variable 1: Expectations for Child's Schooling

		Qualified Homes						Non-Qualified Homes					
		Posttest					Pretest	Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	1	0	0	2	1	4						
	2	0	0	0	1	0	1						
Pretest	3	0	0	1	3	0	4						
	4	3	0	2	198	95	298						
	5	1	0	0	57	189	247						
Posttest Total		5	0	3	261	285	554						

Table of Means

	Pretest	Posttest
Qualified	4.41	4.48
Non-Qualified		

Center: Community #B

HER Results(Continued)

Variable 2 : Awareness of Child's Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	2	3	10	2	1	18						
	2	3	17	15	3	15	53						
	3	9	28	156	23	62	278						
	4	2	13	27	11	20	73						
	5	2	5	48	9	68	132						
Posttest Total		18	66	256	48	166	554						

Table of Means

	Pretest	Posttest
Qualified	3.45	3.50
non-Qualified		

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Variable 3 : Rewards for Intellectual Attainment

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	3	1	2	10	8	24						
	2	1	0	1	4	9	15						
	3	2	0	1	12	10	25						
	4	3	3	6	87	94	193						
	5	4	3	4	60	226	297						
Posttest Total		13	7	14	173	347	554						

Table of Means

	Pretest	Posttest
Qualified	4.31	4.50
non-Qualified		

HER Results(Continued) Center: Community #B

Variable 4 : Press for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	3	4	3	3	3	16						
	2	1	12	18	8	6	45						
Pretest	3	9	9	64	46	33	161						
	4	4	5	35	80	64	188						
	5	2	6	25	36	75	144						
Posttest Total		19	36	145	173	181	554						

Table of Means

	Pretest	Posttest
Qualified	3.72	3.83
non-Qualified		

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Variable 5 : Availability of Supplies for Language Development

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
	1	21	9	11	6	9	56						
	2	16	13	8	5	17	59						
Pretest	3	12	13	29	19	46	119						
	4	3	3	17	18	31	72						
	5	4	6	28	25	185	248						
Posttest Total		56	44	93	73	288	554						

Table of Means

	Pretest	Posttest
Qualified	3.72	3.89
non-Qualified		

HER Results (Continued)

Center: Community #B

Variable 6 : Learning Opportunities Outside the Home

		Qualified Homes Posttest					Pretest Total	non-Qualified Homes Posttest					Pretest Total
		1	2	3	4	5		1	2	3	4	5	
Pretest	1	2	0	3	1	0	6						
	2	2	7	17	4	8	38						
	3	3	19	82	58	42	204						
	4	1	3	42	46	58	150						
	5	1	5	30	35	85	156						
Posttest Total		9	34	174	144	193	554						

Table of Means

	Pretest	Posttest
Qualified	3.74	3.86
non-Qualified		

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Variable 7 : Materials for Learning in the Home

		Qualified Homes Posttest					Pretest Total	non-Qualified Homes Posttest					Pretest Total
		1	2	3	4	5		1	2	3	4	5	
Pretest	1	1	4	4	1	1	11						
	2	2	23	31	14	15	85						
	3	3	15	61	53	39	171						
	4	0	5	31	54	68	158						
	5	0	3	17	42	67	129						
Posttest Total		6	50	144	164	190	554						

Table of Means

	Pretest	Posttest
Qualified	3.56	3.87
non-Qualified		

HER Results(Continued)

Center: Community #B

Variable 8 : Reading Press

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	43	33	15	17	11	119						
	2	26	66	12	39	27	170						
	3	11	11	14	15	9	60						
	4	4	19	14	50	42	129						
	5	2	12	5	24	33	76						
Posttest Total		86	141	60	145	122	554						

Table of Means

	Pretest	Posttest
Qualified	2.77	3.14
non-Qualified		

* * *

Variable 9 : Trust in School

		Qualified Homes Posttest					Pretest	non-Qualified Homes Posttest					Pretest
		1	2	3	4	5	Total	1	2	3	4	5	Total
Pretest	1	0	1	0	1	1	3						
	2	0	3	7	2	4	16						
	3	1	3	58	23	47	132						
	4	0	0	17	18	58	93						
	5	0	2	40	39	229	310						
Posttest Total		1	9	122	83	339	554						

Table of Means

	Pretest	Posttest
Qualified	4.25	4.35
non-Qualified		

appropriate response for all items except number four, which requires a "no."

On every item except number four, the movement from pretest and posttest is in the direction of increased parent knowledge of PAC and knowledge of PAC functioning in accordance with the intent of the Follow Through Guidelines. Item number four is an ambiguous one that reads "Is the PAC meeting run by school people?" The meaning of the term "school people" may have caused some problem to the parents in responding.

Although the PRR results are certainly encouraging, a need was felt to look at PAC activity as well as knowledge of PAC and a PAC activity questionnaire was developed in the spring, 1972. Eight communities responded to the questionnaire (see Appendix G): Philadelphia, Yakima, Richmond, Chattanooga, Jonesboro, Winnsboro, Tampa, and Lawrenceburg. The following information was obtained for the 1971-72 school year and represents averages computed across all eight communities:

1. The average number of city-wide PAC meetings during the school year = 10.
2. The average number of parents attending each city-wide PAC meeting = 58.
3. The average number of teachers and parent educators attending each city-wide PAC meeting = 20.
4. The average number of mini-PACs (local school PACs) per community = 4 (not all communities have mini-PACs).
5. The average number of mini-PAC meetings during the school year = 7.
6. The average number of parents attending each mini-PAC meeting = 16.
7. The average number of teachers and parent educators attending each mini-PAC meeting = 18.

8. The average number of city-wide PAC committees = 4.

9. The average number of times that a city-wide PAC committee meets during the school year = 5.

10. The average number of people attending a city-wide PAC committee meeting = 14.

11. The average number of mini-PAC committees per mini-PAC = 2.

12. The average number of times that a mini-PAC committee meets during the school year = 3.

13. The average number of people attending a mini-PAC committee meeting = 6.

14. The average number of home learning activities or tasks that were written by parents (each PAC has a curriculum or task committee which may write as well as critique tasks) during the 1971-72 school year = 121.

15. On the average, parents attending a PAC meeting were given an agenda at the time of the meeting.

16. All eight Follow Through centers responding to the questionnaire had PAC members, either acting individually or as a private group, make contact with the school administration and/or the school board during the 1971-72 school year.

While the PAC activity questionnaire leaves much to be desired and while we have no data with which to compare the data obtained, our PACs seem active and strong. At least these data can give us some basis for setting PAC activity criteria in our new criterion-referenced measurement format.

Changes in Teachers and Parent Educators as a Team

In the Florida Model, teachers and parent educators form a team. The teacher plans with parent educators for both the parent educator's classroom and home visit activities. Since the parent educator must show the mother how to teach a task to her child, the parent educator should have the opportunity to engage in classroom instruction herself. The teacher should not only give the parent educator the opportunity to teach but she should show her how to teach, both in the classroom as well as in the home.

The Taxonomy of Classroom Activities (see Appendix Q) is an observational instrument designed to assess the number of times that teachers and parent educators engage in certain classroom activities over a period of time. The observer looks at the behavior of the parent educator and the teacher long enough to determine what classroom activity each is engaging in and checks it on the instrument. When such data is collected over a period of time, it yields a picture of the amount of time that teachers and parent educators are spending in housekeeping activities, clerical activities, activities related to classroom materials, instructional activities, and evaluation activities. Further, with regard to instructional activities, it indicates several kinds of instructional activities that teachers and parent educators engage in.

Table XXXII summarizes TCA data collected in six of our Follow Through communities (Jonesboro, Jacksonville, Chattanooga, Lawrenceburg, Houston, and Alachua) at four different points in time.

These data indicate that teachers are using parent educators to engage in classroom instruction. The parent educators seem to be spending about half as much time in instructional activities as teachers. Further, parent educators seem to be engaging in the same kinds of instructional activities as teachers except for time spent teaching the whole class.

The Parent Education Cycle Evaluation (PECE) has already been described in the Evaluation Procedures Section of this report. During

TABLE XXXII

Taxonomy of Classroom Activities

Percentage of time spent in certain classroom activities by teachers and parent educators at four point-time samples in six communities 1971-72

	Teacher	Parent Educator
Housekeeping Activities	17%	12%
Clerical Activities	4%	4%
Activities related to Classroom Materials	<1%	<1%
Instructional Activities	59%	28%
Evaluation Activities	1%	2%
Other	18%	53%
Percentage of time spent in certain types of instructional activities		
Tutors Individual	3%	3%
Organizes Play Activity	2%	1%
Teaches Total Group	25%	4%
Teaches Small Groups	24%	17%
Disciplines	2%	<1%
Organizes Group for Instruction	1%	1%

1971-72 we were able to use only the RCS portion of the instrument with videotapes of the home visit cycle from two communities (Tampa and Houston). The PECE was used to analyze the way in which the teacher taught the task to the parent educator during the home visit planning session and also to analyze the way in which the parent educator then taught the task to the mother during the home visit. Later, we intend to analyze the way in which the mother teaches the task to the child.

Our primary interest was in using the RCS categories that relate to the Seven Desirable Teaching Behaviors (DTBs) either directly or indirectly. We, therefore, did a pretest (December) and posttest (May) analysis of teacher and parent educator teaching behavior on videotape using the following RCS categories:

1. Percentage of praising and accepting which relate to our DTB that reads "Praise the learner when he does well or even takes small steps in the right direction. Let the learner know when he is wrong, but do so in a positive or neutral manner."
2. Percentage of open questions which related to two of our DTBs that read "Ask questions that have more than one correct answer." "Elicit more than one-word answers from the learner; encourage the learner to enlarge upon response and use complete sentences."
3. Percentage of closed questions which was examined so that an analysis could be made of total questioning behavior.
4. Percentage of lecturing.
5. Percentage of directing.

The last two categories of behavior were included so that we could examine whether they increased or decreased. It was our hope that they would decrease. Table XXXIII presents the results of a t test between pre and post teaching behaviors of both teachers and parent educators.

TABLE XXXIII

1971-72 Data Summary for Parent Education Cycle Evaluation Across Two Communities

Teachers (N = 11)

RCS Category	Pre $\overline{X}$	Post $\overline{X}$	t	p
% Praises & Accepts	9.8	18.8	3.77	<.01
% Closed Questions	5.3	10.5	3.83	<.01
%Open Questions	6.1	10.6	3.18	<.01
%Lectures	45.7	23.7	5.11	<.01
%Directs	23.9	16.4	1.95	<.05

Parent Educators (N = 9)

RCS Category	Pre $\overline{X}$	Post $\overline{X}$	t	p
% Praises & Accepts	11.0	16.8	3.14	<.01
% Closed Questions	8.5	9.3	0.53	N.S.
% Open Questions	4.3	9.7	3.79	<.01
% Lectures	48.7	28.7	7.70	<.01
% Directs	22.4	15.0	2.27	<.05

The results indicate that in every category but one (closed questions) there was significant change in the expected direction: lecturing and directing decreased while praising and accepting increased. Both teachers and parent educators began to ask more open questions but the number of closed questions that the parent educators asked did not change while it increased for the teachers.

One interpretation might be that the parent educators tend to imitate the teaching behavior of the teacher who serves as a model. They apparently imitated the teacher in every respect but one; namely, asking significantly more closed questions. However, at the time the pre-data was gathered the parent educators were already asking a much larger percentage of closed questions than were the teachers. Thus, the main change was in the direction of the "new" teaching behaviors that the teacher modeled. These finds are in the right direction and raise our hopes that the parent's teaching behavior will change in similar directions. Further, the PECE seems to have proven its value as a research tool.

Individualization of Instruction Through Tasks

The Parent Educator Weekly Report (PEWR), which is filled out by the parent educator after each home visit, serves as a monitoring instrument (process report) throughout the year and also yields considerable program data. One kind of data that it yields is the extent to which we are achieving our goal of individualizing instruction through tasks. One way that this can be done is by dividing the number of home visits during which tasks were presented by the number of different tasks that were presented. For example, during 1970-71 it was found that each task was used 11.58 times. If the average classroom has thirty pupils and, therefore, represents thirty homes, this means that each task went into a little over 1/3 of the homes. Table XXXIV presents the average use of a home learning task data for 1971-72 both by communities and the total across all communities.

At first glance the data seem to indicate that the amount of individualization of tasks has decreased tremendously. In qualified homes each task seems to be going into 25 out of 30 homes and in non-qualified homes seems to be going into 14 out of 30. However, certain changes have occurred in the program that will make it necessary to do further PEWR analyses before that conclusion can be accepted.

First, as a result of our production of "model tasks" through our research and development Follow Through project in Gainesville, and due to the exchange of tasks between communities and the production of a considerable number of local community tasks, a sizable "task library" has developed in each community and is accessible to all Follow Through teachers. Such sharing of tasks is facilitated by the task specialists in each community. Thus, it may appear that the average use of a task has increased because the use of the same task has been spread over several classrooms.

For example, four teachers might now be sending the same task into eleven of their homes, which would be equivalent to the 1970-71 finding by classroom, but would increase the average use of a task when divided into the number of home visits. Further analyses, by classroom, are now underway. If it turns out that individualization has suffered, we will have to place even greater emphasis on thorough and individualized teacher-

TABLE XXXIV

1971-72 Average Use of a Home Learning Task

Qualified Homes

Center	#Tasks Taught/#Different Tasks
Lawrenceburg, Indiana	2431/144 = 16.88
Houston, Texas	13896/401 = 34.65
Alachua County, Gainesville, Florida	2360/206 = 11.46
Richmond, Virginia	11193/822 = 13.62
Philadelphia, Pennsylvania	8811/297 = 29.67
Jonesboro, Arkansas	7088/112 = 63.29
Yakima, Washington	12919/188 = 68.72
Jacksonville, Florida	8576/592 = 14.49
Lac du Flambeau, Wisconsin	3919/286 = 13.70
Tampa, Florida	4317/268 = 16.11
Winnsboro, South Carolina	10706/269 = 39.80
Chattanooga, Tennessee	9953/235 = 42.35
TOTAL-----------------------------	96169/3820 = 25.18
Non-Qualified Homes	
Lawrenceburg, Indiana	1807/144 = 12.55
Alachua County, Gainesville, Florida	4368/222 = 19.68
Richmond, Virginia	1935/364 = 5.32
Philadelphia, Pennsylvania	797/152 = 5.24
Jonesboro, Arkansas	2811/102 = 27.56
Yakima, Washington	4635/166 = 27.92

TABLE XXXIV Con't

Non-Qualified Homes

Center	#Tasks Taught/#Different Tasks
Jacksonville, Florida	3998/518 = 7.72
Tampa, Florida	2984/235 = 12.70
Winnsboro, South Carolina	245/93 = 2.63
Chattanooga, Tennessee	6868/158 = 43.47
TOTAL------------------------------	30448/2154 = 14.14

parent educator planning before home visits.

Other Parent Educator Weekly Report Data

Three additional sets of data are available from the PEWR: (1) parent reaction to tasks; (2) home-school relations; and, (3) general information. During the 1971-72 school year 110,069 home visits were successfully made to 6,184 different qualified homes in the program. In addition, 34,503 home visits were successfully made to 2,470 non-qualified homes. These data in themselves represent a considerable amount of home-school contact.

Parent Reaction to Tasks

The PEWR serves as "field test" data for tasks since parents are asked to express their opinion in several ways about how they feel about the last task that was brought into the home. Table XXXV summarizes the data reported.

The data seem to clearly indicate that the 1971-72 tasks were well received by the parents. Most parents felt that their children were interested in the tasks and were successful in doing them. Most of the parents also felt that the tasks are important and that their level of difficulty was "just right" for their child. Further, most parents spent under one hour teaching the task to their child although many spent between one and two hours. This does not include the amount of time that the child might have spent working on the task after it was taught to him.

Home-School Relationships

The strengthening of home-school relationships is basic to the

TABLE XXXV

PEWR Data on Parent Reaction to Tasks Across Twelve Communities

Interest

Type of Home	High	Mild	Disinterested	Not Asked	Not Given
Qualified	55,291	22,577	938	1,747	938
Non-Qualified	17,921	6,231	364	489	252

Success

Type of Home	High	Mild	Not Successful	Not Asked	Not Given
Qualified	51,146	26,013	1,460	1,861	934
Non-Qualified	16,894	7,088	467	559	248

Importance

Type of Home	Important	Some Importance	No Importance	Not Asked	Not Given
Qualified	60,587	16,881	222	2,917	816
Non-Qualified	19,270	4,873	84	822	204

Difficulty

Type of Home	Too Difficult	Just Right	Too Easy	Not Asked	Not Given
Qualified	4,305	68,598	1,800	4,985	1,655
Non-Qualified	1,436	21,386	796	1,211	408

Time Spent

Type of Home	Over 3 Hours	2 to 3 Hours	1 to 2 Hours	Under 1 Hour	Not Asked	Not Given
Qualified	5,761	8,143	22,080	32,858	9,447	3,187
Non-Qualified	1,919	2,366	7,314	10,164	2,748	743

Florida Model. Among our goals in this area are those of getting parents to visit the school, work in the classroom, attend parent group meetings, and attend PAC meetings. Since our model relies very heavily upon the parent educator to help facilitate such parent involvement, careful planning with the teacher before the home visit seems essential to the attainment of our goals.

Table XXXVI summarizes the 1971-72 PEWR data in the area of home-school relations. In general these data are difficult to interpret in the absence of comparison data. For example, while only 1/4 of the qualified and 1/3 of the non-qualified parents visited the school in spite of plans being made for a larger percentage to do so, how does this compare to the number of non-Follow Through parents that visited the school each week, especially when visiting is defined as more than just carrying a child to school and picking him up? Although 7% of the qualified parents and 10% of the non-qualified worked in the classroom, how does this compare to other parents? Do more than 10% of non-Follow Through parents attend parent group meetings at school? However, the fact that 15% of the qualified and 10% of the non-qualified parents attended the last PAC meeting does indicate that more work needs to be done in this area. Although the percentage of PAC attendance may exceed that of typical school parent groups, our strong emphasis on PAC causes us to have some concern that the percentage of attendance is not higher. This is especially true in light of the data that indicates that parent educators do seem to be informing parents of PAC meetings and discuss PAC meetings with them often.

Finally, while most teachers and parent educators are spending less

TABLE XXXVI

PEWR Data on Home-School Relations
Across Twelve Communities

Time Planning Visit

Type of Home	Under 15/min	30 Minutes	45 Minutes	One Hour	No Planning
Qualified	49,305	33,221	4,217	6,469	8,073
Non-Qualified	19,734	7,479	1,049	1,528	2,151

Visit the School

Type of Home	Yes	No	PE Does Not Know
Qualified	24,437	78,368	4,004
Non-Qualified	8,849	23,632	1,148

Work in Classroom

Type of Home	Yes	No	PE Does Not Know
Qualified	7,579	97,306	2,130
Non-Qualified	3,224	29,853	662

Attend Parent Group

Type of Home	Yes	No	PE Does Not Know
Qualified	10,125	88,262	8,509
Non-Qualified	3,032	28,121	2,519

Attend PAC Meeting

Type of Home	Yes	No	PE Does Not Know
Qualified	14,510	81,610	10,660
Non-Qualified	3,203	27,576	2,866

TABLE XXXVI Con't

Discuss PAC Meeting

Type of Home	Yes	No
Qualified	48,226	58,416
Non-Qualified	11,602	22,010

Inform of PAC Meeting

Type of Home	Yes	No
Qualified	62,588	44,562
Non-Qualified	16,426	17,317

Plans for School Visit

Type of Home	Yes	No
Qualified	68,169	38,937
Non-Qualified	18,863	14,886

than 15 minutes planning for each home visit, many others are spending far more time in planning. It should also be remembered that the amount of time refers to the time spent actually planning for a particular visit while the parent educator is likely to have 14 to 15 such visits to make each week. Nevertheless, there would appear to be a need for us to show teachers and parent educators how to find as well as use planning time next year.

General Information

Certain other information picked up by the PEWR are summarized in Table XXXVII. The data on the discussion of the comprehensive services should be interpreted in light of the fact that parent educators do not generally initiate discussions of the comprehensive services but respond when the parent seeks information or makes some kind of a request. Sometimes, however, a parent educator will initiate such a discussion if she spots a real need. Even then, however, she will initiate action only at the parent's request. In view of these facts, the comprehensive services data look good.

The data on asking for and getting task suggestions do not look quite so good, however. While almost half the time the parent educator is asking the mother if she has any suggestions for tasks, the parent educator has apparently not learned how to "pull tasks out of parents" very effectively. This again, indicates a weakness that needs to be worked on. For example, parent educators apparently need to be taught how to ask the parent questions about why the parent has suggested a particular task, what activities the child enjoys doing around the house that the task can be tied into, what materials are available in the home

TABLE XXXVII

PEWR Data on General Information Across Twelve Communities

Discuss Comprehensive Services?

Type of Home	Yes	No
Qualified	40,781	65,511
Non-Qualified	8,047	25,495

Ask for Task Suggestions?

Type of Home	Yes	No
Qualified	49,863	56,126
Non-Qualified	14,429	19,074

Given Task Suggestions?

Type of Home	Yes	No
Qualified	4,548	101,679
Non-Qualified	1,624	32,034

that can be used in teaching the task, how the mother thinks that the task should be taught, etc.

Level of Income Differences

One goal of our Follow Through program is to serve all the children in our classroom irregardless of their socio-economic background. We hope that our program is a viable one for all children and their parents. Table XXXVIII presents certain PEWR data broken down into percentages for both qualified and non-qualified homes. This data represents the number of such homes visited by February 28, 1972.

In general, the data indicate that, in homes which have been successfully visited, the attitudes and behavior of parents is not different as a function of income level. The only percentage which is different is the one that would be expected: information about comprehensive services. Even here, however, although they do not qualify for these services from Follow Through, half the non-qualified families still receive some information about them.

Summary of PEWR Data

While certain weaknesses were revealed with regard to PAC attendance, planning time, and getting task suggestions from parents, the 1971-72 PEWR data generally indicate considerable strength in the program. Tasks are being received extremely well by parents and at least modest success can be claimed in the area of home-school relationships. In addition, the program seems to be reaching all parents irregardless of income level.

TABLE XXXVIII

PEWR Data by Qualified vs Non-Qualified Families Across Twelve Communities

Item	Qualified		Non-Qualified	
	N	%*	N	%*
51. Parent Visit School	2,636	54	1,006	55
52. Work In Classroom	955	19	422	23
53. Attend Parent Group	1,349	27	513	28
54. Attend PAC	1,328	27	415	23
60. Discuss Comprehensive Services	3,550	72	935	51
61. Ask for Task Suggestions	3,367	68	1,180	65
62. Given Task Suggestions	886	18	339	19

*90% of homes visited, not of total number.

Item	Qualified N	%*	Non-Qualified N	%*
33. Reaction:**				
Interested	4,441	90	1,600	88
Neutral	1,340	27	414	23
Disinterested	134	3	50	3
36. Adapt Task:				
No	3,597	73	1,297	71
By Discussion with Teacher	2,356	48	867	48
On PE Knowledge	752	15	285	16
After Parent Suggestion	295	6	123	7
43. Child Success:				
High	3,242	66	1,261	69
Mild	2,533	52	872	48
Not	357	7	138	8
Not Asked/Not Given	645	13	190	10
44. Importance of Task:				
Importance	3,557	72	1,324	73
Some	1,939	39	711	39
No	67	1	34	2
Not Asked/Not Given	791	16	241	13
45. Difficulty:				
Too Difficult	794	16	326	18
Just Right	3,840	78	1,382	76
Too Easy	469	10	260	14
Not Asked/Not Given	1,221	25	389	21
47. Time Spent:				
+ 2 hours	1,727	35	709	39
1-2 hours	2,008	41	782	43
Under 1	2,620	53	948	52
Not Asked/Not Given	1,818	27	604	33

**Percentage may total more than 100; family could answer differently on different home visits.

Projected Goals and Procedures for 1972-73

It has already been pointed out that our evaluation proposal of December, 1972, has moved us in a criterion-referenced direction as far as our goals and evaluation procedures are concerned. During our summer, 1972, workshops we attempted to involve research and evaluation specialists from each of our communities in developing this proposal. During our December, 1972, meeting we plan to involve PAC leadership as well as regular Follow Through staff from our communities in further revising our evaluation plans. We plan to continue to encourage each of our communities to assume more responsibility for evaluation.

We plan to increase our emphasis on each community becoming more self-sufficient and moving ever closer to "severing the umbilical cord." In our proliferation plans we have indicated our desire for our local communities to become "demonstration sites" for new communities. Toward this end we are currently developing inservice training materials to assist them when they are "on their own" or in the business of training others. Some modules covering various aspects of the model have already been developed in the Alachua County R & D Project and others are under way. Tentative role description statements of the Follow Through teachers', parent educators' and principals' jobs have been developed and are being revised (see Appendix R). In Alachua County and Lawrenceburg attempts have been made to convert the teacher and parent educator role descriptions into "conference guides" which will serve as the basis for periodic self-evaluation and teacher-parent educator evaluation conferences (see Appendix S). These instruments seem to hold considerable promise for focusing teachers and parent educators on job performance and away from "personality clashes."

Another goal is to continue strengthening the task delivery system. In order to do this we need to increase the amount of time that the teacher and parent educator spend together planning for home visits and building tasks. When they plan together we must get the teachers and parent educators not only identifying the teaching behaviors appropriate to each task, but must get the teacher to demonstrate them to the parent educator. At the same time, the Florida staff plans to take a look at the Seven Desirable Teaching Behaviors and see if we can identify new ones and/or better organize the old ones.

In connection with the home visit, we plan to emphasize getting parents to suggest more and better tasks for the parent educator to take back to the teacher and task specialist. Parent educators must learn how to draw ideas out of parents and get the parent to suggest the "what" and "how" of the task as well as the task "idea."

Finally, we must continue to strengthen our PAC's in several ways. First, we need to encourage each local community to let the PAC Personnel Committee help interview Follow Through teachers as well as parent educators. Second, each PAC should be encouraged to sit down with the local school board, communicate with it often, and attend its meetings. Third, we must be sure that each PAC is carefully examining and "signing off" on its community's proposal. Fourth, we must be certain that each PAC has control of its own funds. Last, but not least, we must make every effort to get each PAC to emphasize its decision-making function by generally building its yearly calendar of meetings around appropriate PAC activities and tasks rather than a steady diet of "presentations from outsiders" and entertainment. With the certainty that one way or the other Follow Through will be phasing out in a short while, we wish to prepare our local communities to take over our training and evaluation roles and our PAC's to see to it that Follow Through survives in one form or another.

APPENDIX A

8 CRITERIA

How Do You Know You Have A Good Task?

When:

1. The learner[1] does a lot of talking like: he tells about things, gives reasons, asks questions, tells you why, what, where, how.
2. The learner has fun doing it; there's a lot of interest and action.
3. The directions are clear enough that it can be taught.
4. You and the learner understand why you are doing it, what it's for.
5. It encourages the teacher to use a lot of ways to teach, and the learner to try different ways to do it. That is, it's not cut and dried, but takes thinking and swinging with what happens.
6. If possible, home materials are used.
7. The learner knows he has learned something; he can see it right away and feels good about it.
8. The learner is encouraged to think up new activities or things to do which grow out of the task.

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[1] The learner, depending upon the setting, can be teacher, parent educator, parent, university professor, or child. Each at some time is in the learner role.

June 19, 1971

Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

APPENDIX B

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
Project Follow Through

June 4, 1970
(Amended June 28, 1971)

MEMORANDUM

TO: All Follow Through Liaison Officers and Consultants

FROM: Dr. Ira J. Gordon, Director

SUBJECT: The Role of the Consultant and the Utilization of Consultant Trip Time

The consultant's main function is as an inservice educator in enabling the community to implement the program. Some of his time will be taken up with administrators but this should be confined to a minimal amount, and should be mostly when the consultant is also the liaison officer to that community.

1. Preparation for Consultant's Visit - The consultant should have a conference with the liaison officer which should include: (a) a review of information concerning the community which may consist of letters, previous trip reports and oral communication, (b) a statement of the present situation as reflected in the HERs, PEWRs and, if this is a first or a second consultant trip, the predata. This will be based upon the information that liaison assistants will have provided to the liaison officers, (c) joint viewing by the liaison officer and the consultant of the home video tape and the classroom video tape from the community. The suggestions to the community for what to video tape in the classroom are in a separate memorandum.

The central staff will have previewed this tape and applied systematic observation to it so that the liaison officer will be able to brief the consultant as to particular points he wishes highlighted in the areas of task development, teacher-parent educator role relationships, instructional procedures in teaching the mother (task delivery), etc., (d) some discussion by the liaison officer of what specific activities or goals he wishes accomplished which may reflect some communication he has received from the community, but should reflect his own view of where the community stands.

2. The Consultant Visit - Each visit should have: (a) a meeting with the PAC or a PAC committee for reporting to the PAC on what is happening in the program, and hearing from the PAC about their concerns in the implementation of the program. This meeting should be seen as educating the PAC in the program and educating us in the needs, desires, aspirations and perceptions of the parents. It should not be a "confrontation" but a dialogue and a cooperative meeting to enable the partnership to develop fully, (b) at least a half-day workshop attended by all teachers and parent educators (this has been stated in the Letters of Agreement that the communities have signed) utilizing the video tape which has been previewed in Gainesville and taken back by the consultant to focus on those issues and concerns discussed in the conference with the liaison officer. This may mean a workshop on teacher-parent educator relationships or on task development, or on any other issue revealed by the video tape, (c) at least half of the visit time should be in the planning-home visit-report cycle. That is, if the meeting with the PAC takes a morning and the workshop takes an afternoon, the remaining consultant day should be split with half of it being spent on the cycle. If the PAC meeting is scheduled

in the evening between the first and second days, then more time can be spent in the home visit cycle. It is central that consultants observe as many cycles as possible because this reinforces in both the parents' minds and the schools' minds that this is the central thrust of the model.

At the completion of the planning phase of the cycle, the teacher and the consultant should independently complete the conference check sheet and this can then become a guide for discussion of the planning session.

At the completion of each home visit, the consultant and the parent educator should independently complete the PEWR and should then have a briefing session in which the consultant can highlight some of the issues such as adequate instruction of the mother, and adequate demonstration by the mother that she understands the task. There should be a briefing session with the teacher as well as the parent educator upon the completion of the home visit, to be sure that the teacher finds out what happened, and for the consultant to see the manner in which the parent educator reports to the teacher, using the PEWR as a reporting device. During the classroom visit (in conjunction with the planning and reporting) the consultant should observe the teacher-parent educator role relationships and, if at all possible, see the means used by the teacher and her parent educators in creating tasks from the classroom curriculum and activities. This visit should not be used for commenting upon curriculum or classroom organization, management, discipline, the use of learning centers. It should focus on: (1) role relationships, (2) task development. In the latter it may very well include some teaching or highlighting the use of observation for task development.

If we expect our teachers and parent educators to become oriented to observation, then we must demonstrate by modeling behavior that we are oriented to observation and use it as feedback. The PEWR will serve as an observation schedule on the home visit; the conference schedule as an observation of planning.

Individual communities may wish to use a particular visit to highlight a special need, or may plan fewer visits of longer duration, or request a team of consultants. Plans for such activities are at the discretion of the community and the Institute's liaison officer. The visit described above is the basic pattern; adjustments are always a matter of planning and communication between the community and the Institute. The aim is to implement the program; the means are adjustable within the general limits of the model.

In order to strengthen the PAC, consultant service by a former PAC chairman, Mr. James Bracey of Richmond, Virginia, is available without charge at the request of the local community. His duties are listed in Appendix D.

3. Consultant Trip Report - (a) Upon returning to Gainesville, the consultant writes a detailed trip report including his comments upon the meeting with the PAC, the content and effectiveness of the inservice workshop, comments about problems in home visits or in classroom, reference by name to teachers and parent educators who seem to be doing an outstanding job. This report should be typed by the Follow Through secretary so that the liaison officer automatically receives a copy of it, the consultant receives a copy for his files, and a copy remains in the Follow Through file for the community. (b) Based upon that trip report, the liaison officer

will then write a letter to the community, highlighting whatever portions of the report he feels are essential. In no way should the consultant write a substantive report to the community directly. His report is rendered to the liaison officer. The community should receive only one substantive letter and that from the liaison officer. If the consultant wishes to write a personal-type thank you note to the coordinator, in glittering generalities about how much he enjoyed the visit, then he may do this although I would suggest it is not necessary, but he should not report to the coordinator in writing. The liaison officer has the responsibility for a written communication after each consultant trip report to that community. In that written communication he may indicate what he would hope they would do for the next video-taping session, or ask for other kinds of information, or report to them about the people who seem to be doing rather well. Either as a part of this letter, or as a separate communication, the community should receive a report on its activities based upon the tasks it has sent to Florida, the PEWR data and any other evaluation materials received in the Institute. This report will be developed by the central staff, but will be sent by the liaison officer. All written communications to the community are sent by or through the liaison officer.

APPENDIX C

Guide to Accompany
OVERVIEW OF THE HOME VISIT CYCLE MODULE
by
Gordon E. Greenwood

Instructions: Follow along with the viede-tape by reading the material below as it appears on the tape.

Objectives of Module:

1. Learner can list, in order, the three steps involved in the home visit cycle.

2. Learner can describe the four activities involved in the first step of the home visit cycle.

3. Learner can describe the three activities involved in the second step of the home visit cycle.

4. Learner can describe the third step of the home visit cycle.

The Florida Follow Through Model is one of several federally-funded experimental programs that attempts to change the kind of educational experience that children from low-income backgrounds receive during their first four years (K-3) of schooling.

In the Florida Model, the emphasis is on changing the kind of educational experience that the child receives at home as well as at school. Two adults, usually mothers from low-income backgrounds, are trained to work in the classroom with the teacher as a team. These adults, called "parent educators", also visit the homes of the children in the classroom weekly in order to teach an enrichment type learning activity called a "task" to the child's mother, who later teaches it to the child.

Before the parent educator makes a home visit, she plans for the visit with the teacher and assists her in preparing the task that is taken into the home. The next week the parent educator helps the mother evaluate the effect of last week's task on the child and brings in a new task. Information that the parent educator receives during the home visit is then fed into the next teacher-parent educator planning conference. Thus, a definite cycle of events is involved in making home visits.

Each home visit can be broken down into a cycle of three steps: (1) the teacher and parent educator plan for the home visit; (2) the parent educator makes the home visit; (3) the mother later teaches the task to the child. The cycle then begins again as the teacher and parent educator evaluate the last home visit and plan for the next one. Now let's examine each of the three steps, one at a time, and break each down into the activities that are involved.

First, when the teacher and parent educator plan for a home visit, they: (a) review the last home visit and discuss any problems that the parent educator may have encountered (especially useful in this process is an instrument called the Parent Educator Weekly Report (PEWR) that the parent educator fills out after each home visit); (b) select and/or build the next task that is to be taken into the child's home. The teacher then (c) teaches and demonstrates the task to the parent educator in the same manner that she desires the parent educator to teach it to the mother. This is followed by (d) the parent educator teaching the task back to the teacher (who role-plays the mother). The teacher helps the parent educator examine both her teaching methods and her understanding of the content of the task.

Now let's watch a teacher and a parent educator as they plan for a home visit. Watch the video-tape for examples of the four activities involved in the first step of the home visit cycle.

The second step in the home visit cycle is for the parent educator to make the home visit and teach the task to the mother. In doing so, the parent educator engages in the following activities. (a) She obtains information from the mother on how last week's task went when the mother taught it to the child.

(The parent educator also obtains certain home-school and general information from the mother that is not shown in this module.) (b) The parent educator teaches and demonstrates this week's task to the mother in the same way that she desires for the mother to teach it to the child. This is done by having the mother role-play the child as the parent educator teaches her the task. (c) The mother then teaches the task back to the parent educator who role-plays the child.

Now let's watch the parent educator as she makes her home visit. See if she follows the plans that she and the teacher made earlier. Watch the video-tape for examples of the three activities involved in the second step of the home visit cycle.

The third step in the home visit cycle, and one that the teacher and parent educator seldom get to observe directly, is the mother teaching the task to the child. Watch now as the mother teaches the task to the child. See if the mother seems to understand the task and teaches it in the manner that the parent educator taught it to her. Watch the video-tape for an example of the third step of the home visit cycle.

The home visit cycle begins all over again at the next teacher-parent educator planning conference when they evaluate the home visit that we saw earlier and plan together for the next one. All the activities involved in the home visit cycle are repeated weekly since each child's home is visited each week.

Now turn to the next page and see if you are able to answer the questions that you will find there. If not, please go back and view again those parts of the module related to the questions that you are unable to answer.

Evaluation: Please answer the following questions.

1. List in order, the three steps involved in the home visit cycle.

   (1)

   (2)

   (3)

2. Describe the four activities involved in the first step of the home visit cycle.

   (1)

   (2)

   (3)

   (4)

3. Describe the three activities involved in the second step of the home visit cycle.

   (1)

   (2)

   (3)

4. Describe the third step in the home visit cycle.

APPENDIX C

Guide to Accompany
Teacher-Parent Educator Home Visit Planning Conference
in the
Florida Follow Through Program Module

by
Gordon E. Greenwood

Objective: Learner can describe the four activities of the Teacher Parent Educator Home Visit Planning Conference

The Florida Follow Through Model is one of several federally-funded experimental programs that attempts to change the kind of educational experience that children from low-income backgrounds receive during their first four years (K-3) of schooling.

In the Florida Model, the emphasis is on changing the kind of educational experience that the child receives at home as well as at school. Two adults, usually mothers from low-income backgrounds, are trained to work in the classroom with the teacher as a team. These adults, called "parent educators," visit the homes of the children in the classroom weekly in order to teach an enrichment type learning activity called a "task" to the child's mother, who later teaches it to the child.

At least three kinds of planning between the teacher and the parent educator are essential for the parent educator to be able to effectively perform her classroom and home visit activities: (1) planning for home visits; (2) building new tasks to be taken into the home; (3) planning for classroom activities. All three kinds of planning are likely to require five hours or more of planning time per week. This module will focus only on the first kind of planning: planning for a home visit.

Four activities are involved when a teacher and a parent educator plan for a home visit. They: (1) review the last home visit and discuss any problems that the parent educator may have encountered (especially useful in this process is an instrument called the Parent Educator Weekly Report (PEWR) that the parent educator fills out after each home visit; the PEWR will be discussed in detail in another module); (2) select the next task that is to be taken into the child's home. Often the teacher and parent educator build a new task, although that activity is not shown in this module. The teacher then (3) teaches and demonstrates the task to the parent educator in the same manner that she desires the parent educator to teach it to the mother. This is followed by (4) the parent educator teaching the task back to the teacher (who role-plays the mother). The teacher helps the parent educator examine both her teaching methods and her understanding of the content of the task.

Now let's watch a teacher and a parent educator as they plan for a home visit.

The teacher and the parent educator will begin by reviewing the last home visit and will discuss any problems that the parent educator may have encountered in teaching the task to the mother. During the conference, the teacher refers to the Parent Educator Weekly Report (PEWR) that the parent educator, who is seated on the right of your screen, fills out after each home visit.

The second thing that the teacher and the parent educator will do is select the next task that is to be taken into the child's home. They will attempt to select a task that is appropriate for the individual child.

After selecting an appropriate task, the teacher will teach and demonstrate the task to the parent educator in the same manner that she desires the parent educator to teach it to the mother.

After the teacher shows the parent educator how to teach the task to the mother, the parent educator then teaches it back to the teacher who role-plays the mother. In this way, the teacher can determine whether the parent educator understands both the content of the task and the teaching behaviors that are appropriate in teaching the content.

One day soon after the planning session, the parent educator will visit the home, teach the task to the mother, fill out the PEWR, and briefly report back to the teacher how the home visit went. All of this information will then be fed into the next planning session prior to the parent educator visiting that particular home.

Evaluation:

1. Describe the four activities involved in the teacher-parent educator home visit planning conference.

   (1)

   (2)

   (3)

   (4)

2. Role-play with another person the activities involved in planning for a home visit.

3. Role-play a planning session again, but this time video-tape the performance and compare it to the module tape.

3

APPENDIX D

Alachua County
Task No. 2080

Where People Live

Why? To allow the child to talk about the different kinds of houses that people live in. This activity will help the child know that people in different places of the world live in different houses.

What? The attached sheets showing various houses.

How?

1. Show the attached sheets to the child. Pause Allow the child to look at all the houses.

2. Ask him: Suppose you were invited to visit one of these houses; which one would you like to stay in? Why?

3. Why do people live in mud houses?

4. Could you tell me why people live in stilt houses?

5. What two houses are the most alike?

6. Which two houses are the least alike, or most different? How are they different?

7. Tell me about people who live in igloos; in desert tents; in houseboats. What kinds of games do you think children play who live in these houses? Praise the child for his answers.

8. Ask the child to select four houses he would like to live in and have him tell you why?

What then? or What else? Have the child look up in the school library for other things about people who live in stilt houses, mud huts, desert tents and igloos. Have him compare/contrast other things about their lives.

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Alachua County
Task No.

APPENDIX D

BANKING

Why? This task will help your child gain knowledge in the preciseness of banking and the importance of accuracy in simple arithmetic. It will also help to give addition and subtraction practice.

What?

1. Check blanks (4-5)
2. Deposit blanks (3)
3. Paper money ($100)
4. Loose coins
5. Pen or pencil
6. Scratch paper
7. Check Record Sheet (attached)

How?

1. Explain to the child that you are going to show him the proper way to write checks and deposit slips. Give samples to the child. Begin with the set of figures that follow for the first deposit slip and the first check:

   a. Give him $51.10 in money (paper and coin). Have him count the money and record the total on the deposit slip under bills and coins.
   b. Give him checks that you have written in advance to list separately on the deposit slip.
   c. Ask him to total the figures, check himself, and make his deposit. (You can be the bank teller.)

2. Ask him:

   Why do you think bills, checks and coins are listed separately?
   Why do you think an account number is needed at the top of the slip?
   Can you guess why a receipt of a deposit slip is always given back to the depositor?

3. Show a sample blank check to the child. Point out each line of the check. Have your child fill out the check. Say,"Can you tell why a date is necessary? Why is the amount written in words and in numbers? Why must you sign your checks the same way?"

What then? or What else?

1. Discuss the advantage and disadvantages of using a checking account.
2. Have child make out a deposit slip with entries of his own choice, and write checks "on his bank account" to places of his choice. Keep a record of deposit and checks to see that he doesn't overdraw.

CHECK RECORD SHEET					
Date	Check Number	Check written to	Amount of Deposit	Amount of Check	Balance

APPENDIX D

Alachua County
Task No. 0254

Home Safety Check

Why? Your child will have the opportunity to review with you some basic principles of safety. He will have the opportunity to help make his home safer.

What? Attached checklist pencil.

How?

1. Tell your child this will be an activity concerning safety practices he has been discussing in school. Explain that you will discuss safety ideas first and then proceed through the house and determine if your home is as safe as it could be.

2. Discuss home safety, using such questions as:
   What types of safety rules should we use in the kitchen?
   What are some things we can do to prevent fires in our home?
   What can be used to put out kitchen fires?
   Why is electricity dangerous and how can we protect ourselves from shocks?
   What safety rules should we keep in mind if we have young children in our house?

3. Next, look at the checklist. Go over the topics listed. Discuss the possibilities of accident, if some of the items are not found to be safe in the house. Go with your child around the house and check the list. Can you think of any more things to add to the check list? What things could you do to improve the safety of your home?

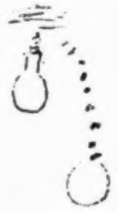
What else?

1. Create a plan for a family fire drill. Everyone should know how to leave the house from each room they might be in.

2. Create a first aid kit for accidents that could happen. (Use an empty shoe box.) Have the child explain to the family the contents and use of the contents of the kit.

HOME SAFETY LIST

	Yes	No
Kitchen		
Pot holders available		
Pot handles turned inward on stove		
Sharp knives kept separately in a safe place		
Spills wiped up immediately to avoid falling		
Towels and curtains far enough from stove to keep from catching fire		
Fire extinguisher handy		
Cleaning fluid, poisons out of reach of small children		
Bathroom		
No electric heater, radio or fan here to cause a shock		
All medicines marked plainly		
First aid materials available		
Garage		
Sharp tools in safe place		
No oily rags lying around		
Gas can has a place to allow air in (to avoid explosion)		
Electricity		
No electric cords running under rugs		
No frayed electric cords		
No more than 3 appliances plugged into a double socket		
Precautions made for wearing tennis shoes around a washing machine (to avoid shock)		
A cord or plastic chain is attached to any metal chain-pull		



APPENDIX D

Alachua County
Task No. 0521

Remembering

Why? This will help the child to relate objects with their relative positions to each other. It will also help the child to attend to cues which may help him with recall.

What? Any home materials (such as: pencils, pens, books, rulers, items of interest to the child, etc.)

How? Start by placing 5 or 6 objects on a table in front of the child. Allow him time to observe the objects. Now ask him to close his eyes. While his eyes are closed rearrange the objects on the table. Have the child open his eyes and ask him if he can arrange the objects the way they were before. Give the child as much time as he needs.

2. As the child is rearranging the objects, ask him how he knows where the object went -- what does he remember about the original arrangement that has helped him to replace the objects. If he does not arrange them correctly, show him how they had been arranged and discuss possible cues he might have used to remember. Repeat this with the same number of objects, but a different arrangement.

3. Increase the number of items as he is able to replace each group of objects correctly.

What then? or What else? 1. You and your child may look through magazines and find pictures of interest. Then close the magazine and see how much your child can tell you about the picture and what helped him remember those things.

2. You may wish to have your child tell you as much as he can about a movie, story, television program, etc. that you have just seen or heard.

APPENDIX D

Alachua County
Task No. 0203

What Did You Observe?

Why? This activity is designed to help the learner begin to group and classify his observations. He will also become more observant.

What? T.V. or radio or newspaper or magazine, paper, pencil.

How? 1. Listen and/or watch your child's favorite T.V. program or radio station with him. When the program has ended both parent and child list the different things they saw and/or heard on separate sheets of paper.

2. Read each other's list and compare the items that you wrote. Discuss the items on your lists that were different.

3. Look at the items on both lists. Are there some items that seem to go together or can be put together in a group? Praise. Can the items be placed in the order as they appeared on the program? Which items would go in the beginning group, middle group, ending group?

What then? or What else? 1. Change the order of events in the program and make a new program.

2. Repeat activity for other T.V. programs, magazine articles, radio programs, etc.

3. Group and label the various T.V. programs you and your child watch over a two or three day period.

APPENDIX D

ALACHUA COUNTY
Task No. 0442

T.V. - SCIENCE - MOON WALK

Why? To help the child distinguish between situations or things that are real and those that are not.

What? Magazines, toy prehistoric animals or pictures of prehistoric animals, pictures of astronauts.

How? 1. Watch a television program with your child and then discuss the program. Ask your child what kind of program it was. Could what happened in the program happen in real life situations? What might have been a better or more realistic ending?

2. Show your child toy prehistoric animals or pictures of them (the pictures may be drawn or cut from magazines). Ask him: "What is the first thing you think of when you look at these animals? Did these animals really live here on earth? How long ago? Do they still exist? How do you know?

3. Show your child pictures of astronauts or let him find some in magazines. Talk about how astronauts dress. Ask him: "Do you think that their space suit is really necessary? Why? What were some of the things the astronauts did when they were on the moon? How does this compare with stories you've read or seen in comic books or movies?"

What then? or What else? 1. Watch and talk about a variety of television programs such as: family shows, detective programs, movies, wildlife shows, etc.

2. Talk about different things that you see, hear or read about. Are these things realistic?

APPENDIX E

PARENTAL ATTITUDES TOWARD THE FOLLOW THROUGH PROGRAM

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July 1972

this study became more apparent. At the first Follow-Through parent meeting (PAC - Parent Advisory Committee) several parents made comments or asked questions which indicated that the Parent Educator Weekly Report (PEWR) was not eliciting valid evaluatory information on the program. These parents indicated that either the Parent Educator filled out the form after the visit and without directly asking for their response, or that if she did ask their reaction, they felt that they should answer with what the PE or program administrators wanted to hear in order not to foul up the program results or hurt the Parent Educator's feelings.

II. Development of the Questionaire

Receiving its impetus from these two sources, the study was begun when Dr. Gordon called upon Mr. Bill Burke and myself to develop a questionaire for this purpose and carry out a ramdom survey of parental responses to that questionaire. For the next several months Bill Burke worked out a series of about 40 questions. My involvement was peripheral at this time, consisting of only a few short conversations with Mr. Burke on what should be included in the questions. Then, at the beginning of Spring quarter, 1972, I met with him to review the questions. At that time I made several suggestions for additional questions and together we threw out several questions. Mr. Burke and I then met with Dr. Gordon in order to get his recommendations as to what needed to be done to complete the questionaire. These suggestions

PARENTAL ATTITUDES TOWARD THE FOLLOW-THROUGH PROGRAM

Introduction

Alachua County in coordination with the University of Florida has implemented an experimental parent educator - home model of the Follow-Through Program in grades K - 6 in two elementary schools, Sidney Lanier and Lake Forest. A total of 14 classes (one in each grade) is involved. Each class has two para-professionals from the community, who in addition to working in the classroom, go into each home on a weekly basis with home-learning materials or tasks designed to involve the parent in the education of his child and to improve classroom education through an increased knowledge of a child and his home.

I. Justification for the Study

The need for further evaluation of parental attitudes toward the Follow-Through Program originated in response to two factors. During Fall quarter, 1971 at the University of Florida, Dr. Ira Gordon involved members of his EDF 640 class in both control and Follow-Through classrooms. At this time, several students expressed doubts that families of such diverse backgrounds (widely varying economic, social, educational, racial, etc. differences) would be equally responsive to the program. Then, early in 1972, the need for were followed through and the questionaire was approved at a subsequent meeting with Dr. Gordon. A copy of the final questionaire is included in the Appendix.

III. Sampling Procedure

The 14 classes involved in the program include 423 children. Of this total, 274 homes are above the poverty level and 149 are below the poverty level. The ratio of above poverty level to below poverty level homes was found to be 2 to 1 within each classroom as well as within the total sample.

The sample was chosen randomly (using a random number table) within each of the classes as well as by economic level (28 groups). A sample size of 42 (10% of the total population) was chosen as well as a comparable alternate (school, grade, economic level) for each member of the original sample. This sample of 42 consisted of 2 above poverty level children and 1 below poverty level child from every class.

Mr. John Sodustrum provided the class lists and also worked with me on the sampling procedure itself.

IV. Interim Methodology

Before the questionaire could be taken into the home, approval for the study had to be obtained from several sources. Mr. Burke and Dr. Gordon approached Dr. Gordon Greenwood, who provided the final approval from the program administrtors. Mr. Burke and I also met with Mrs. Dot Sterling to obtain her approval and any recommendations she might have. Just prior to initiating the interviews, Bill Burke and I visited with the school principals at the two schools to make sure that they were well informed about the study, to provide them with a copy of the questionaire, and to obtain their approval.

It was also necessary to go into the schools in order to get addresses, phone numbers and the race of the sample members. Part of this information was taken from Parent Educator's reports given to Mrs. Sterling and information on another group of children was obtained from school schedule cards.

V. Field Interviews

Prior to visiting the random sample of homes, an appointment was made with each parent by phone. In order to be sure that the parents understood what the questionaire was for, who was responsible for the evaluation and most importantly, that it would be confidential, Bill Burke and I devised a standard guide for the calls (see Appendix). Three persons besides myself were involved in making appointments and carrying out the interviews. Mrs. Janet Spangler, Mrs. Sharon McRay and Mrs. Emogene Lee were briefed on the appointment and interview procedures as well as on the questionaire itself in two meetings with Mr. Burke and I. Each interviewer was also provided an introductory letter signed by Dr. Gordon (see Appendix).

The home interviews were carried out over a two week period from May 12 to May 26. A non-parametric statistical analysis will be completed during the first weeks of Summer Quarter, 1972. However, a few of the more obvious results are discussed below.

VI. Preliminary Results

From visiting in about one-fourth of the homes, and from reading all 42 questionaires, I got several distinct impressions about parental feelings toward the program. Figures cited are simply rough tallies made to substantiate the impressions which I immediately received from the interviews.

Approximately half of those parents interviewed were unable to verbalize any goals for the program or were very confused as to what the goals might be. Many of these parents also indicated in the first question with regard to their initial reactions to the program, that they had not understood what the program was in the beginning. Undoubtedly, the orientation for the program did not reach all parents or if it did, it was insufficiently explained.

Generally the parents were favorable toward the program. The exceptions were a few families which were economically and/or educationally above average, who in general complained that their child could not profit from the tasks, that they were insulted by the simplicity of the tasks, or that the particular Parent Educator who visited their home was irresponsible or too under-educated. Even among those parents favoring the program, there were several more who commented on the lack of responsibility shown by their Parent Educator.

Usually this irresponsibility was evidenced by Parent Educators who made appointments and then failed to come (and didn't call to cancel) or particularly in the last few months, Parent Educators who didn't come or call at all.

Parents were consistently willing to have someone from the school come to their home on a regular basis. Several parents, however, indicated that twice monthly or even once monthly would be more satisfactory. Approximately one-third of the sample indicated that they would prefer the Parent Educator be from the same socio-economic background as they were from. Somewhat fewer were concerned that the PE be from the same neighborhood. Only one parent indicated that she felt the PE had no place in the classroom and one more was undecided on this point.

Quite a sizable number of parents considered many tasks too simple for their children particularly at the beginning. Several parents made suggestions for the type tasks they would like to see more or less of and a few parents recommended new types of questions which they would like to see included. These suggestions will be fully considered in the final analysis to be done this summer.

Over two-thirds of the sampled parents did not feel that the program had changed the ways in which they taught their child in any way other than that they had worked together on the task. Most parents did, however, feel that the program had helped their child in school either socially and/or educationally.

At least half of the parents surveyed either had no idea that the Follow-Through parent meetings existed; or if they were aware of these meetings, they were never notified when one was to be held.

Although the sample was stratified according to socio-economic class (above or below poverty level) and although records were kept on race; on the whole the results seem to similar for all groups. A more than proportionate percentage of below poverty level parents were unfamiliar with the program's goals and a larger that proportionate percentage of the above poverty level families felt that the program had in no way effected their home-teaching methods. Within the black sample, there were no unfavorable responses to the program, whereas with the white sample there were several parents vehemenantly opposed to some aspect of the program.

All parents seemed to be quite open and honest in their appraisal of the program. Several commented that they had not known who to go to in order to discuss suggestions, problems or criticisms involving the program. A number of parents were obviously pleased to have a chance to make their opinion known (both positive and negative).

Although it is difficult to generalize the results in any one concise statement, it can be said that the evaluation did reveal that parents consistently approved of the program in theory, but there were some who felt that in actual practice, the program was not being carried out satisfactorily or as planned.

VII. Final Results

Introduction

Because the sample was stratified according to school as well as by economic level, and since a record was kept as to the race of the sample members; the data lends itself to several comparisons. The most preliminary and basic comparison can be made by considering the total number of yeses on any one question as compared to the total number of noes and undecided responses (on those questions whose answers can be tallied).

Within each school, the 21 responses to these questions can also be tallied yes or no. In addition these 21 responses can be broken down into yes/no responses from the 14 parents above the poverty level as compared to those from the 7 parents below the poverty level; and can be even further broken down into yes/no responses from white or black parents within each economic level.

Just as such a breakdown can be considered within each school, totals across the entire sample can be determined for above and below poverty level parents as well as for black and white parents. All of these totals are presented in Table I on the next page. Those questions which yield the most important results will be discussed fully in the next few pages.

Several of the questions ask these parents cannot be considered as yielding positive/negative or yes/no results, and these questions will be considered separately at the end of this section.

Pages 9, 10 and 11 have been omitted as they do not pertain to this report.

Discussion of the Results

Based on the responses obtained in numbers 1 and 2 of the questionaire, it can be said that the general parent reactions to the program as a whole are positive. Of the total sample of 42, 32 parents expressed favorable views of the program and 8 verbalized negative views (#2). The other 2 parents were undecided. Of those parents responding positively, there were a slightly larger than proportionate number of below the poverty level families. Whereas the ratio of above to below poverty level families was 2 to 1 in the total sample, 12 below poverty level parents responded positively to number 2 as compared to 20 above the poverty level positive responses. As would be expected, the trend reverses itself, although to an even greater extent, with the negative reactions to the program. A larger than proportionate number of above poverty level parents - six, responded negatively; as compared to only 2 negative responses from below the poverty level parents.

There were 29 white and 13 black parents in the total sample.- a ratio of 2.23 to 1. There were however, only 19 positive responses from white parents as compared to 13 positive responses from black parents. White parents responded negatively 8 times and black parents gave no negative responses.

Interestingly enough, totals from the two schools were identical, with 16 positive and 4 negative responses at each.

An analysis of the overall responses to the entire questionaire by the 8 parents who responded negatively toward the program indicates that they can be grouped into 3 classes. Three parents, although they responded negatively, indicated that they would want their children to remain in the program. Two other parents indicated that their children considered the tasks homework. One of these 2 parents also worked and felt that all her spare time should be spent with her entire family and not with 1 child in some school related activity. The third class contained 3 parents who expressed an intense dissatisfaction with the tasks and with the particular Parent Educator with whom they worked.

Seven of the 8 negative respondants considered the tasks ill-suited to their child. Five of these parents expressed some dissatisfaction with the Parent Educator because she lacked a sense of responsibility, and 3 of these 5 parents also felt their particular Parent Educator lacked the educational qualifications to work in the program.

Almost 80% (32) of those parents contacted wanted their children to remain in the program (#8). Five parents were unsure and only 5 parents or about 10% of the sample did not want their child to continue. The 32 parents who responded yes to this question were not however, the same 32 who reacted positively to the program as a whole. This has already been shown since 3 of the 8 parents who disliked the program itself were among those parents who wanted their child to continue in it.

Of the 10 parents who either responded no or undecided to question 8, all but 1 were above the poverty level and all were white. Responses from the two schools are also significant. Four parents from Sidney Lanier wanted their child dropped from the program whereas only 1 from Lake Forest indicated this. However, another 4 parents at Lake Forest were undecided as compared to only 1 from Sidney Lanier.

Of the 5 parents responding that the program was not for their child, only 1 felt that it would not be useful to continue it for other children.

One of the more significant findings of the questionaire comes as a direct result of question number 3. Eighteen of the parents asked to verbalize the goals of the program either said they didn't know or merely said that they hoped that it would continue. Another 10 parents tried to state some goal, but their response indicated that they had a definite misunderstanding of what the actual goals were. Among these misunderstood goals were statements such as "to improve reading skills" or "to take the load off the teacher".

Seven parents also indicated in number 1 that they completely misunderstood the program in the beginning. One mother said that her child had a birth defect and she was used to "new techniques" being tried on her. Another parent thought that her son was involved because he was a slow learner.

Considering the results of number 3 when broken down by school, economic level and race indicates that parents from both schools were equivalently uninformed on the program's goals, and that parents from below the poverty level as well as black parents were more uninformed than would have been true in a proportionate distribution (see Table I, #3 for the exact figures).

These 28 parents who gave responses which showed a less than adequate understanding of the program comprise almost 70% of the total sample of 42, and indicate that presently one of the most severe drawbacks to the program is its orientation.

Follow Through parents were almost unanimous in their agreement that the Parent Educator served several valid purposes in the classroom (#4). Only one parent felt that the Parent Educator definitely should not work part time in the school. With one exception, that the two parents who responded negatively to number 4a were both white and from above the poverty level, there were no great differences in economic level, race and school on this point.

Thirty per cent of those parents surveyed indicated that they would prefer that the Parent Educator be from the same socio-economic background as they were from (#6). The most significant differences here were between parents from the two different schools. Over 3 to 1, the parents from Lake Forest were more concerned that the PE be from the same socio-economic level. Ten Lake Forest parents, 6 from above the poverty level said yes, whereas only 3 Sidney Lanier parents with 2 of these 3 from below the poverty level prefered PE's from the same or similar socio-economic level. For the total sample, 5 of the 13 parents were black, slightly more than would be expected. Likewise 9 of the 13 parents were from above the poverty level - just over the expected 2 to 1 ratio.

Somewhat fewer parents were concerned that the Parent Educator be from the same neighborhood (#5). Eight parents indicated that this was their preference - 5 from Lake Forest and 3 from Sidney Lanier. The differences between parents of the 2 economic levels was very close to proportionate, but the 4 black and 4 white parents who expressed their concern indicate a much greater than proportionate number of yes responses from balck parents in the sample.

Although it is hoped that one of the primary results of the Follow Through program will be the development of a closer working relationship between the home (parents) and the school (#10), the responses of the parents in this survey indicate that perhaps just the opposite result is being obtained. Sixty percent of the sample said that the program had not improved their relationship. Since this question required only a yes/no response, it is difficult to determine if the relationship had remained the same or lessened; or more importantly, to determine the reasons behind the 25 no responses. Eight parents who responded no made some additional comment which was noted on the questionaire. Three of these parents said that they had always maintained such a relationship with their child's school. Three others indicated that for some reason (work, many other children, etc.) they were unable to do these things and the other two said that they worked with the school less. Of these two parents, one responded that whereas she previously visited the school often in order to know how and what her child was doing, she now depended on the PE to keep her informed -- a comment certainly worth additional consideration.

A much more than proportionalte number of white, above the poverty level parents responded no to this question. Parents from the two schools responded similarly (see Tabble I for the figures).

Without exception, every parent interviewed felt that the school and home should work together to educate their child (#12). However, only 38 of the 42 parents felt that they actually were a partner with the school with regard to their child's learning (#15). The two parents who responded that they did not share the responsibility of teaching their child were Lake Forest, white parents from above the poverty level.

Questions 11, 13, and 14 obtained similar results. Exact figures can be obtained in Table I, but to summarize briefly: In response to number 11, 35 parents felt that the school had a better understanding of their child as a learner. Black, below the poverty level parents responded yes to this question more frequently than would have been expected from thier distribution in the sample. Four parents, all of whom were above the poverty level and white responded negatively.

Thirty-two parents believed that the program had improved their understanding of how their child was expected to perform in academic areas (#13). Again the sample was biased toward the black, below the poverty level parents. In addition, Lake Forest parents responded favorably more frequently than

Sidney Lanier parents. With a similar trend toward more frequent response from Lake Forest, black and/or below the poverty level parents although to a lesser degree, 34 parents agreed that they were learning more about their child from the PE and the teacher as a result of the program (#14). How this was effected by the program becomes more obvious in number 24 where the most frequent response as to what parents and Parent Educators discussed apart from the tasks was the child -- his social and emotional adaptation, behavior and academic work in the classroom.

Seventeen parents, or 40% of the sample, had never been notified about the Follow Through parent meetings. Of these 17 parents, 11 did not know that such parent meetings existed (#16, 17). Those 11 parents who did not know were heavily biased toward the below the poverty level families with perhaps a slightly more than proportionate number of white parents responding in the negative. Responses from the two schools were similar.

Parents were consistently willing (one parent excepted) to have someone from the school visit their home (#19). Eleven of these 41 parents did not want any visits to be made at the school. Another 15 said either home or school would be fine. The majority of these parents were willing for home visits to be made on a regular basis (#20). Only 3, white, above the poverty level families were not willing to receive PE's regularly. Several parents, however, preferred that there be fewer home visits. Five parents suggested every other week and another 3 suggested once per month.

Questions 21, 22 and 23 dealt with communications between the teacher, PE and parent and results were similar for all 3. In number 21, 3 parents, all from Sidney Lanier (and all white) felt that they had trouble communicating with their particular Parent Educator. One parent, also from Sidney Lanier had a communication problem with his child's teacher (#22). In response to number 23, only 1 Sidney Lanier parent indicated that the PE and/or teacher had difficulty communicating with them. Another 3 parents however considered themselves unable to answer the question.

Every parent at Sidney Lanier and 17 of the 21 parents at Lake Forest indicated in response to number 25 that they considered themselves teachers of their children. The 4 parents from Lake Forest who responded no to this question were 3 to 1 above the poverty level, white parents.

A supplementary portion of question number 25, part b, determined that over 70% of the sampled parents did not feel that the program had changed the ways in which they taught their child in any way other than that they had worked together on the tasks. Eleven parents indicated that their teaching methods had changed and that they felt that this was due to the increased time spent with their child and their increased awareness of their child's needs and difficulties as well as the fact that they were more relaxed and functioned more in a supervisory role, letting the child take the lead.

Only 26 parents, about 60% of the sample, felt their child's achievement in school had improved and many of these parents indicated that they really had nothing upon which they could make a comparison but that they guessed the program had helped. Another 10 were so unsure as to prefer marking undecided. Six parents said that they did not feel the program had effected their child's achievement in school.

Of those parents who felt the program had improved their child's achievement, almost every reason suggested involved the way in which the child approached a problem or task. Parents mentioned that their child was more patient, worked more slowly, and had realized that to do the job right the first time would be the fastest and best way.

Although it was not specifically asked as a question, several parents indicated here that their child's social and emotional adjustment had improved as a result of the program.

Many parents considered the tasks one of the weakest points in the program. Eighteen parents said the tasks suited their child (#27). Another 10 hesitated but finally responded positively while at the same time raising question and noting reservations. Nine parents said the tasks were definitely not suited to their child and 4 prefeffed to mark undecided. Three parents chose not to answer. In other words, only 43% of the parents surveyed willingly OK'd the tasks. White parents from Sidney Lanier responded negatively toward the tasks much more frequently than would have been expected from the sample distribution.

Somewhere within the questionaire, not necessarily in number 27, 15 parents remarked that the tasks were too easy for their child, particularly in the beginning. Perhaps one reason for the dissatisfaction with the tasks revolves around the response to number 29. Only one-half the parents interviewed felt that the PE had attempted to individualize the tasks for their child. White, above the poverty level parents were particularly concerned that the tasks had not been developed to meet their child's needs.

Although the questionaire was developed to evaluate the program and not the Parent Educators, and although no question called for such a response, 10 parents, all white but approximating the sample distribution of above to below poverty level parents, commented (some vehemenantly) on the lack of responsibility on the part of the PE. This irresponsibility was evidenced by Parent Educators who made appointments and then failed to come (or call to cancel), who just stopped coming at all in the last few months, who refused to drive to the edge of town when a parent moved, or who gave the parent the task when she picked up her child at school (or even sent it home by the child). Several parents were particularly disturbed by PE's who pushed a task at them without taking time to discuss it (such as when the parent picked up her child at school), and then expected them to sign the paper thrust at them. Some parents even indicated that they felt the PE was only interested in getting that signature so she could get her money and was not at all interested in their child.

Although probably no more than 3 or 4 Parent Educators are responsible for this harsh parental criticism, it seemed to be the single most important reason for parents withdrawing from the program.

Table II presents suggestions made by parents in numbers 7 and 32 particularly, as well as in several other questions. A fewwill be mentioned here, but for a complete listing, see Table II on the next page.

Parents made several suggestions which they thought would improve the tasks. Among these were: 1) more activities centered around fathers, 2) more activites out of doors, 3) more tasks on character development, 4) a group of tasks to choose between, 5) more practical tasks and 6) more challenging tasks. They also had suggestions for the program itself and/or the PE. They requested that there be more parent meetings, more male (and white) PE's, more educationally qualified PE's, fewer home visits, etc.

Based on the reactions to several questions by parents, as well as on a few explanatory pieces of information which were not obtained by the questionaire but would be most useful, Table III contains revisions of several of the questions in the evaluation.

However, a number of parents indicated that they thought that the questions contained in the questionaire had needed to be asked. All parents seemed to be open and honest in their appraisal of the program. This was partly due to the fact that the evaluation was being undertaken by a group separate from the program itself. If a similar evaluation is undertaken to supplement this one, it too should be identified with a separate agency.

TABLE II

Parental Suggestions

Tasks

1. More activities centered around fathers
2. More tasks which involve parent and child going somewhere together
3. More tasks to put child and parent in touch with emotions
4. A group of tasks to choose between
5. Tasks on character development
6. More tasks written by parent or child
7. More practical tasks -- telling time, world affairs, etc.
8. More challenging tasks
9. More (less) puzzles, scrambled words, etc.
10. More outdoor activities
11. More individualized tasks
12. Extra copy of task for the child

Program

1. More parent meetings
2. More male and white PE's
3. More emphasis on lower grades
4. Limit to higher grades
5. Fewer home visits
6. More qualified (educationally) PE's
7. Less (more) academic involvement by PE in the classroom
8. More planning time for teachers
9. Programs to develop more self-confidence on the part of the PE

If such an evaluation is to profit from our mistakes, or obtain additional information, a record of grade level should be made for each questionaire as well as school, economic level and race. In addition if valid results with regard to race are desired, the sample should be stratified (and random) with regard to race.

TABLE III

Suggested Questionarie Revisions

10. As a result of the program do you have a closer working relationship with the school, such as working in classes, participating in PTA, serving as a class mother, etc?

Yes ____ No ____ Undecided ________

a. If the answer is no, has it remained the same or lessened and why?

____

____

18d. make this a separate question to be answered by entire sample

19. Should the visits by the teacher and/or the parent educator be made at your home or at the school?

Home ____ School ____ Elsewhere (Please stat ________________

20. Do you feel comfortable having someone from the school come to your home on a regular basis?

Yes ____ No ____ Undecided ________

How often?______________________________

25. Do you consider yourself a teacher of your child?

Yes ____ No ____ Undecided ________

If the answer is yes then answer the following:

a) Has the PE program helped you as a teacher of your child?

Yes ____ No ____ Undecided ________

b) Because of the program, what do you do differently now in teaching your child?

____

____

26. Has your child's achievement in school improved this year?

Yes	No	Undecided
___	___	___

If so, do you think this due to the program?

Yes	No	Undecided
___	___	___

How? ____

____

APPENDIX

possible new question to follow
#26

a. Has your child's behavior
improved this year?
Yes ___ No ___ Undecided ______

If so, is this due to the program
and how? ______________________
____
____

b. Does your child relate to his
teacher as well as his peers
more adequately now (than at
the beginning of the year)?
Yes ___ No ___ Undecided ______

If so, is this due to the program
and how? ______________________
____
____

University of Florida

College of Education

Foundations Department

Survey of Parent Perceptions
of
Alachua County Follow Through Program*

*This interview was developed by William Burke and Lynn McDowell as individual study in a course with Dr. Ira J. Gordon

Spring 1972

QUESTIONS

1. What were your initial reactions toward the Follow Through Program?

2. What are your present reactions toward the program?

3. What do you see as the goal(s) of the program?

4. The purposes of having the P. E. work in the classroom are to afford to each child greater individual attention and to help the P. E. to better understand the child so as to be able to relate with the parent.

	Yes	No	Undecided
a. Are these valid purposes to you?	___	___	______
b. Should the P. E. work part time in the classroom with the teacher?	___	___	______

If the answer is no to either a. or b. or both, please list your recommendations for a. and/or b.

____

____

____

____

____

____

	Yes	No	Undecided
5. Should the P. E. come from the same neighborhood or living area as you do?	___	___	______
6. Should the P. E. be of the same or similar economic and social background as you?	___	___	______

7. The program will be continued next year, what suggestions do you have?

____

____

____

____

____

____

	Yes	No	Undecided
8. Would you want your child to continue in the Follow Through Program?	___	___	______
9. If the answer is no to number 8 what about other children?	___	___	______

	Yes	No	Undecided
10. As a result of the program do you have a closer working relationship with the school such as working in classes, participating in PTA, serving as a class mother, etc.?	___	___	______
11. As a result of the teacher and parent educator visiting with you and you with them, does the school have a better understanding of your child as a learner?	___	___	______
12. Should the school and the home work together in the education of your child and other children?	___	___	______
13. Has the program helped you as a parent better understand what the school expects of your child in the academic areas (reading, mathematics, etc.)?	___	___	______
14. Are you as a parent learning more about your child from the P. E. and the teacher?	___	___	______
15. Do you as a parent consider yourself as a partner with the school in terms of your child's learning?	___	___	______
16. Are you notified in advance about the Follow Through parent meetings?	___	___	______
17. If the answer is no to number 16, did you know that there are parent meetings?	___	___	______
18. Do not answer the next three questions if your answer was no to number 16!			
a. Do you attend parent meetings?	___	___	______
b. Are the meetings of value to you?	___	___	______
c. Do parents have a voice in how the program operates, etc.?	___	___	______

Yes No Undecided

In what ways?

____

____

____

____

____

____

d. Do you think parents should have a voice in the program? ___ ___ ______

19. Should the visits by the teacher and/or the parent educator be made at your home? ___ ___ ______

a. Or at the school? ___ ___ ______

b. Or both? ___ ___ ______

c. Elsewhere? ___ ___ ______

(If yes) please state.

____

20. Do you feel comfortable having someone from the school come to your home? ___ ___ ______

a. On a regular basis? ___ ___ ______

b. How often?

____

21. Do you have problems communicating with the P. E. ? ___ ___ ______

If yes, please explain.

____

____

____

____

____

____

	Yes	No	Undecided
22. Do you have problems communicating with the teacher?	___	___	________

Yes No Undecided

If yes, please explain.

____

____

____

____

____

____

23. Do they (the teacher and/or the P.E.) have problems communicating with you? ___ ___ ______

If yes, please explain.

____

____

____

____

____

____

24. Apart from the tasks, what do you and the P.E. talk about that you consider valuable?

____

____

____

____

____

____

25. Do you consider yourself a teacher of your child? ___ ___ ______

If the answer is yes, please answer the following three questions.

Yes No Undecided

a. What did you do before as a teacher of your child?

____

____

____

____

____

____

b. What do you do now that is different (before the program) in teaching your child?

____

____

____

____

____

____

c. Has the parent education program helped you as a teacher of your child? ___ ___ ______

26. As a result of the program has your child's achievement in school improved? ___ ___ ______

If yes, how was it due to the program?

____

____

____

____

____

____

		Yes	No	Undecided
27.	Are the tasks suited to your child?	___	___	________
28.	Are the tasks of value to your child?	___	___	________

If no, how should the tasks be changed
in order to make them of more value to
your child?

____

____

____

____

____

____

		Yes	No	Undecided
29.	Does the P. E. attempt to individualize the tasks for your child?	___	___	________
30.	Is your child positive toward the tasks?	___	___	________
31.	Does your child like having the P. E. and/or the teacher come to the home and visit with you?	___	___	________

32. If there is anything else on which you
wish to comment, please state!

____

____

____

____

____

____

Table I

	Lake Forest					Sidney Lanier									
	Above		Below		Sub-Total	Above		Below		Sub-Total	Grand Total	Total Above	Total Below	Total White	Total Black
	W	B	W	B		W	B	W	B						
1. Positive	11			6	17	6	5	4	1	16	33	22	11	21	12
Negative	3		1		4	2	1	2		5	9	6	3	8	1
2. Positive	10			6	16	4	6	5	1	16	32	20	12	19	13
Negative	3		1		4	3		1		4	8	6	2	8	0
Undecided	1				1	1				1	2	2	0	2	0
3. Don't know	4		1	4	9	4	3	1	1	9	18	11	7	10	8
4.(a) Yes	13		1	6	20	7	6	6	1	20	40	26	14	27	13
No	1				1	1				1	2	2	0	2	0
4.(b) Yes	14		1	5	20	7	6	4	1	18	38	27	11	26	12
No				1	1						1	0	1	0	1
Undecided						1		1		2	2	1	1	2	0
5. Yes	2			3	5	2	1			3	8	5	3	4	4
No	11		1	3	15	6	4	6	1	17	32	21	11	24	8
Undecided	1				1		1			1	2	2	0	1	1
6. Yes	6		1	3	10	1	2			3	13	9	4	8	5
No	5			3	8	6	4	6	1	17	25	15	10	17	8
Undecided	3				3	1				1	4	4	0	4	0
8. Yes	9		1	6	16	4	6	5	1	16	32	19	13	19	13
No	1				1	3		1		4	5	4	1	5	0
Undecided	4				4	1				1	5	5	0	5	0

Page 2 cont.

Table I

	Lake Forest					Sidney Lanier									
	Above		Below			Above		Below							
	W	B	W	B	Sub-Total	W	B	W	B	Sub-Total	Grand Total	Total Above	Total Below	Total White	Total Black
9. Yes	2				2	2				2	4	4	0	4	0
						1				1	1	1	0	1	0
Undecided	2				2			1		1	3	2	1	3	0
10. Yes	4			4	8	2	2	3	1	8	16	8	8	9	7
No	10		1	2	13	6	3	3		12	25	19	6	20	5
Undecided							1			1	1	1	0	0	1
11. Yes	11		1	6	18	4	6	6	1	17	35	21	14	22	13
No	1				1	3				3	4	4	0	4	0
Undecided	1				1	1				1	2	2	0	2	0
12. Yes	14		1	6	21	8	6	6	1	21	42	28	14	29	13
No															
13. Yes	11		1	6	18	3	6	4	1	14	32	20	12	19	13
No	2				2	3		1		4	6	5	1	6	0
Undecided						1		1		2	2	1	1	2	0
14. Yes	11		1	6	18	5	5	5	1	16	34	21	13	22	12
No	2				2	3				3	5	5	0	5	0
Undecided	1				1		1	1		2	3	2	1	2	1
15. Yes	12		1	5	18	8	6	5	1	20	38	26	12	26	12
No	2				2						2	2	0	2	0
Undecided								1		1	1	0	1	1	0
16. Yes	10			1	11	5	5	3		13	24	20	4	18	6
No	4		1	4	9	3	1	3	1	8	17	8	9	11	6
Undecided				1	1						1	0	1	0	1

Table I

	Lake Forest					Sidney Lanier									
	Above		Below		Sub-Total	Above		Below		Sub-Total	Grand Total	Total Above	Total Below	Total White	Total Black
	W	B	W	B		W	B	W	B						
17. Yes	1			2	3		1	1	1	3	6	2	4	2	4
No	3		1	2	6	3		2		5	11	6	5	9	2
Undecided				1	1						1	0	1	0	1
18a. Yes	5				5	2		2		4	9	7	2	9	0
No	6			1	7	3	2	1		6	13	11	2	10	3
18b. Yes	3				3	2		1		3	6	5	1	5	0
No	2				2			1		1	3	2	1	3	0
18c. Yes	6				6	1		1		2	8	7	1	8	0
No															
Undecided						1		1		2	2	1	1	2	0
18d. Yes	12		1	2	15	7	2	5		14	29	21	8	25	4
No								1		1	1	0	1	1	0
Undecided	1				1						1	1	0	1	0
19. Yes	13		1	6	20	7	5	6	1	19	39	25	14	27	12
No					0	1				1	1	1	0	1	0
(a). Yes	5			1	6	4	3	2		9	15	12	3	11	4
No	4		1		5	2	1	3		6	11	7	4	10	1
20. Yes	13		1	6	20	6	6	6	1	19	39	25	14	26	13
No	1				1	2				2	3	3	0	3	0
Undecided					0	1				1	1	1	0	1	0
21. Yes					0	2		1		3	3	2	1	3	0
No	14		1	6	21	6	6	5	1	18	39	26	13	26	13

Table I

	Lake Forest					Sidney Lanier									
	Above		Below			Above		Below							
	W	B	W	B	Sub-Total	W	B	W	B	Sub-Total	Grand Total	Total Above	Total Below	Total White	Total Black
22. Yes					0			1		1	1	0	1	1	0
No	14		1	6	21	8	5	5	1	19	40	27	13	28	12
23. Yes					0	1				1	1	1	0	1	0
No	14			6	20	4	6	5	1	16	36	24	12	23	13
Undecided			1		1	2				2	3	2	1	3	0
25. Yes	11		1	5	17	8	6	6	1	21	38	25	13	26	12
No	3			1	4					0	4	3	1	3	1
Undecided					0					0	0				
(c). Yes	6		1	5	12	5	6	5	1	17	29	17	12	17	12
No	4				4	3		1		4	8	7	1	8	0
26. Yes	7			6	13	3	5	4	1	13	26	15	11	14	12
No	2		1		3	3				3	6	5	1	6	0
Undecided	5				5	2	1	2		5	10	8	2	9	1
27. Yes	5			6	11	5	6	5	1	17	28	16	12	15	13
No	4		1		5	1		1		2	7	5	2	7	0
Undecided	4				4					0	4	4	0	4	0
28. Yes	12			6	18	5	6	4	1	16	34	23	11	21	13
No	1		1		2	3		1		4	6	4	2	6	0
Undecided	1				1			1		1	2	1	1	2	0
29. Yes	7		1	4	12	4	3	2		9	21	14	7	14	7
No	4				4	3	1			4	8	8	0	7	1
Undecided	2			2	4	1	1	4	1	7	11	4	7	7	4

Page 5 cont.

Table I

	Lake Forest					Sidney Lanier									
	Above		Below			Above		Below							
	W	B	W	B	Sub-Total	W	B	W	B	Sub-Total	Grand Total	Total Above	Total Below	Total White	Total Black
30. Yes	11		1	4	16	6	6	5	1	18	34	23	11	23	11
No	1				1	1		1		2	3	2	1	3	0
Undecided	1			2	3	1				1	4	2	2	2	2
31. Yes	11		1	6	18	8	4	5	1	18	36	23	13	25	11
No					0					0	0				
Undecided	2				2		2	1		3	5	4	1	3	2
Questions too easy	7		1		8	4	1	1	1	7	15	12	3	13	2
PE Irresponsible	2		1		3	5		2		7	10	7	3	10	0
No changes in parent teaching	13		1	3	17	7	3	3	1	14	31	23	8	24	7
Goals Misunderstood	3				3	1	4	3		8	11	8	3	7	4
Misunderstood program at first	2				2		1	4		5	7	3	4	6	1
Talked of nothing but tasks	1			1	2	2	1	1	1	5	7	4	3	4	3

Hello,

Mrs. or Mr. ________________? This is ____________.

I am working with the University of Florida and we are attempting to evaluate the Follow-through Program. Since ___(child)___ is involved in this program, we are interested in getting your feeling about the Program and your ideas of how to improve it. We randomly selected you as one of forty representative parents from a total group of 400 parents. If it is acceptable to you I would like to come to your home and interview you. The interview would take no longer than 30 minutes. This interview will be confidential. Your name will not be used with the data collected. Your child's principal has reviewed and approved the list of questions.

Would you consent to be interviewed?

What time would be convenient for you?

(Thanks. . .)

UNIVERSITY OF FLORIDA
GAINESVILLE

COLLEGE OF EDUCATION

May 10, 1972

Dear Follow-Through Parent:

As you know from an earlier phone call, this interview is to determine how you would evaluate the Follow-Through program now that you and your child have been involved in it for the full school year. Your interviewer is Mrs. Lynn McDowell (Mrs. Janet Spangler, Miss Sharon McRay, Mrs. Emogene Lee, and Mr. Bill Burke). The questionnaire which she will be using has been approved by your school principal.

Your fullest cooperation will be greatly appreciated.

Sincerely,

Ira J. Gordon

Ira J. Gordon, Director
& Graduate Research Professor

IJG/ema

Form A
Coordinator

APPENDIX F

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida

We are gathering the following information on parent educators so that we can assess changes brought about in the Follow Through Program. Only group data will be reported. There are no right or wrong answers to the questions, so do not hesitate to answer them honestly and fully.

NAME____

Date____________________ Community____________________

1.___ The Florida Model was adopted by your project in:

Please check appropriate school year:
(1) 1971-72__________
(2) 1970-71__________
(3) 1969-70__________
(4) 1968-69__________

2.___ (2-9) How many parent educators have you employed during each school year you have participated in the Florida Model?

1968-69________ 1970-71________
1969-70________ 1971-72________

3.___ (10-17) During each of these school years, how many parent educators dropped out of the program irregardless of the reason.

1968-69________ 1970-71________
1969-70________ 1971-72________

4.___ (18-25) How many of the original group of parent educators that you employed during your first year in the Florida Model continued to be employed in the project as parent educators during the following school years?

1968-69________ 1970-71________
1969-70________ 1971-72________

5.___ (26-33) How many parent educators obtained high school diplomas as a result of their participation in the Florida Follow Through program during the following school years?

1968-69________ 1970-71________
1969-70________ 1971-72________

6.___ (34-49) How many parent educators who already had a high school diploma took college courses as a result of their participation in the Florida Follow Through program as a parent educator? Please indicate the number of such parent educators and the number of college semester credit hours taken during the following school years:

	No. of PE's	No. of semester credit hours
1968-69		
1969-70		
1970-71		
1971-72		

7.___ (50-57) How many parent educators have changed their housing patterns during the following school years? Example: Made major changes in their original home, or moved to a new home and/or neighborhood?

1968-69________ 1970-71________
1969-70________ 1971-72________

8.___ (58-63) Have parent educators' salaries increased since your program first entered the Florida Model? Please indicate the amount of increase from the beginning of the project to the current school year.

From $_______monthly (Average beginning year salary)
To $________monthly (Average current salary)

9.___ (64-66) What is the highest monthly salary a parent educator has received since the beginning of the project? $___________ per month.

10.___ (67-70) What was the average age of the parent educators at the beginning of the project? ____________ At the present time?_______________

11.___ (1-2) How many parent educators have become teacher's aides in non-Follow Through classrooms since the beginning of the project? __________________

12.___ (3-4) How many parent educators have become teachers since the beginning of the project? _________________

13.___ (5-6) How many parent educators have entered teacher education programs?_________

14.___ (7-8) Give the names of parent educators who were Follow Through parents before being employed. (attach sheet if necessary) __________

____

____

____

____

15.___ Give the names of parent educators who are still Follow Through parents.
(9-10) (attach sheet if necessary) __________

____

____

____

____

16.___ Have the number of male parent educators that you employ in the project
(11-12) increased since your first year of operation?

From____________________ To____________________
(no. first year) (no. current year)

Form B
Parent Educators

APPENDIX F

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida

We are gathering the following information so that we can assess changes in the Follow Through Program.

Your name is needed for purposes of proper statistical treatment of the data. There are no right or wrong answers to the questions so do not hesitate to answer them honestly and fully. Please do not hesitate to secure the assistance of your coordinator if you need help in completing this form.

NAME ____

Date ____

School ______________________ Grade Level ____________

Community ______________________

1.___ Race or ethnic group - (circle one): (1) White (2) Black
(1) (3) Chicano (4) Indian
(5) Other (specify) ____________

2.___ Sex (circle): (1) Male (2) Female
(2)

3.___ Age last birthday ____________
(3-4)

4.___ Marital status: (1) unmarried (2) married (3) divorced
(5) (4) separated (5) widowed

5.___ Date first employed as parent educator ______________________
(6-9) (Month) (Year)

6.___ Have you been continuously employed as a parent educator during the regular
(10) school year since that date? (1) Yes (2) No

7.___ If you have dropped out of the program as a parent educator, please explain dates and details involved.

____

____

____

____

8.___ Number of months of experience as a parent educator.____________
(11-12)

9.___ (13-15) The highest grade level of your education before becoming a parent educator. (Circle the highest grade level of your education before becoming a parent educator and indicate what year you completed it.)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college What yr?_______

10.___ (16-18) The highest grade level of your education since becoming a parent educator is? (Circle the highest grade level of your education since becoming a parent educator and indicate what year you completed it.)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college What yr?______

11.___ (19) The highest grade level of education that your father completed: (Please circle answer)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college

12.___ (20) The highest grade level your mother completed: (Please circle answer)

(1) Completed eighth grade or less
(2) Some high school, but did not graduate
(3) Completed high school
(4) Completed some college, but not two years
(5) Completed two years of college
(6) Completed more than two years of college, but not 4 years.
(7) Completed four years of college

13.___ (21) What was your father's main occupation? (Be specific. For example: owner of small restaurant, assembly line worker, construction) __________

____

14.___ (22) What was your mother's main occupation? (Be specific. For example: telephone operator, housewife, domestic.) ______________________

____

15.___ (23) What was your occupation prior to participating in this project? (Be specific. For example: domestic, housewife, telephone operator.) ______

____

16.___ Since becoming a parent educator have your housing conditions changed?
(24-27) (Please answer the following questions)

___ Since becoming a parent educator, have you: (Circle choice)
(1) continued to live in the same house
(2) moved to a different house, or houses

___ If your house is the same, have you made made major changes such as painting, repairs, new furniture, appliances, etc. (Circle choice):
(1) Yes (2) No

___ If you have moved to a different house, or houses, is the house that you live in now (Circle choice):

(1) better than your old house
(2) about the same as your old house
(3) poorer than your old house

___ If you have moved to a different house, or houses, is the neighborhood that you live in now (Circle choice):

(1) better than your old neighborhood
(2) about the same as your old neighborhood
(3) poorer than your old neighborhood

17.___ How many children did you have prior to becoming a parent educator? ______
(28-29)

18.___ How many children do you have now? ______
(30-31)

19.___ How many credit cards did you own prior to becoming a parent educator? _______
(32) (no. of credit cards)

20.___ How many credit cards do you now own? _______________
(33) (no. of credit cards)

21.___ What education has been made available to you since becoming a parent
(34) educator? (Please circle answer)

(1) College courses
(2) Basic education courses
(3) Refresher high school courses
(4) Refresher basic college courses
(5) GED exam
(6) Other (specify) ____

22.___ When Follow Through ends, what occupation do you wish to enter?
(35) (Please be specific) ____

____

23.___ Has your knowledge in the following areas increased significantly as a result
(36-38) of your being in the Follow Through program? (Check yes or no)

Availability of medical, social and dental services	(1) Yes	(2) No
Legal assistance to low income persons	(1) Yes	(2) No
Workmen's compensation	(1) Yes	(2) No.

24.___ Do you speak school type English better as a result of your having participated
(39) in Follow Through? (Circle answer)

(1) No better
(2) A little better
(3) Much better

25.___ Do you dress differently now than you did prior to becoming a parent educator?
(40) (Circle answer)

(1) No (2) A little better (3) Much better

26.
(41) Has your attitude about understanding and managing children changed since you have become a parent educator? (Circle answer)

(1) No (2) Changed a little (3) Changed a great deal

27.___ Has your attitude about understanding and managing your own children changed in
(42-46) the following areas since you have become a parent educator? (Circle the appropriate answer following each area, using the following choices: 1-No; 2-Changed a little; 3-Changed a great deal.)

(42)___	Reasoning	1	2	3
(43)___	Spanking	1	2	3
(44)___	Talking	1	2	3
(45)___	Explaining why	1	2	3
(46)___	Asking what their problems are	1	2	3
	Other (specify) ________________________			

28.___ Have you taught the following school activities to your children at home?
(47-50) (Circle Yes or No for each activity)

(47)___	Reading books to your children	(1) Yes	(2) No
(48)___	Talking more with your children	(1) Yes	(2) No
(49)___	Working with your children	(1) Yes	(2) No
(50)___	Playing with your children	(1) Yes	(2) No

29.___ Were you an active PAC member (attending meetings and participating regularly)
(51) before becoming a PE? (Circle answer) (1) Yes (2) No

30.___ If yes, how many years were you an active PAC member just before you became
(52) a parent educator? (Circle No. of years) 1 2 3 4 5

31.___ Were you an active classroom volunteer just before becoming a parent
(53) educator? (Circle answer) (1) Yes (2) No

32.___ If yes, approximately how many days did you work as a classroom volunteer
(54-65) during the following school years:

1968-69__________ 1970-71__________
1969-70__________ 1971-72__________

APPENDIX G

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

PROJECT FOLLOW THROUGH

Questionnaire

Please return this questionnaire as soon as possible, and no later than September 30, 1972, to:

Mrs. Betty Bozler
College of Education
University of Florida
520 Weil Hall
Gainesville, Florida 32601

center - 1

(2-4) I. These questions only concern activities during the 1971-72 school year.

1. How many tasks did parents write during the 1971-72 school year?

_______________ (give number).

2. How did you inform your parents of PAC meetings? _______________

(5) _______________

Parent's were generally given an agenda:
1. 1 or 2 weeks prior to each meeting _______ or
2. at the meeting _______ or
3. not at all _______ or
4. other (please explain) _______________

____

3. Have any of your PAC members either acting individually or as private groups had contact with the school administration or the school board?

(6) Yes _______ No _______

If so, please indicated the circumstances surrounding each meeting and the number and the nature of the persons involved.

____

____

____

____

(please use another sheet of paper if necessary).

II. List the following information about the 1971-72 city-wide PAC meetings.

(7-8) Column A - Give the date of each city-wide PAC meeting during the 1971-72 school year.

Column B - Give the main activity of that meeting.

(9-11) Column C - Give the total number of parents attending that meeting.

(12-13) Column D - Give the total number of teachers and parent educators attending that meeting.

Column A	Column B	Column C	Column D
City-Wide PAC Meeting Dates	City-Wide PAC Main Activity	Total No. of Parents	Total No. of Teachers & PEs
1.			
2.			
3.			
4.			
5.			
6.			

City-Wide PAC Meeting Dates	City-Wide PAC Main Activity	Total No. of Parents	Total No. of Teachers & PEs
7.			
8.			
9.			
10.			

Use back of this form if more space is needed.

III. List the following information about "mini" or "sub" PAC meetings during the 1971-72 school year.

Column A - Give the name of each "mini" or "sub" PAC appointed during the 1971-72 school year.

Column B - List the dates of all "mini" PAC meetings.

Column C - List the main activity of each of these meetings.

Column D - List the number of parents attending each of the meetings.

Column E - List the number of teachers and PEs attending each of those meetings.

Column A	Column B	Column C	Column D	Column E
Name of each Mini PAC	Dates of Meetings	Main Activities of meetings	Parents attending each meeting	Teachers & PEs attending meeting
1.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.

no.: (14-15) ave. no.: (16-17) ave. no.: (18-20) ave. no.: (21-22)

Name of each Mini PAC	Dates of Meetings	Main Activities of meetings	Parents attending each meeting	Teachers & PEs attending meeting
2.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
3.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
4.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
5.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
6.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.

Name of each Mini PAC	Dates of Meetings	Main Activities of meetings	Parents attending each meeting	Teachers & PEs attending meeting
7.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
8.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.
9.	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
	6.	6.	6.	6.
	7.	7.	7.	7.
	8.	8.	8.	8.
	9.	9.	9.	9.
	10.	10.	10.	10.

Use back of this form for other "mini" PAC meetings.

IV. List the following information about City-Wide PAC committees.

Column A - List the names of every City-Wide PAC committee.

Column B - List the date of each meeting held by that City Wide PAC committee.

Column C - List the main activity of that meeting.

Column D - List the attendance.

Column A	Column B	Column C	Column D
Name of City-Wide PAC Committee	Dates of Meetings	Main Activity of meeting	Attendance of meeting
1.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
2.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
3.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
4.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Name of City-Wide PAC Committee	Dates of Meetings	Main Activity of meeting	Attendance of meeting
5.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
6.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
7.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
8.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Use back of this form if additional space is needed.

V. List below the following information about 1971-72 "mini" or "sub" PAC Committees.

Column A - List the names of every "mini" PAC Committee.

Column B - List the dates of every "mini" PAC Committee meeting.

Column C - List the main activities of these meetings.

Column D - List the attendance of each of these meetings.

Column A	Column B	Column C	Column D
Names of "mini" PAC Committees	Dates of Meetings	Main Activity of meetings	Attendance of meetings
1.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
2.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
3.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Names of "mini" PAC Committees	Dates of Meetings	Main Activity of meetings	Attendance of meetings
4.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
5.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
6.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
7.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.
8.	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
	9.	9.	9.
	10.	10.	10.

Use the back of this form if more space is needed.

VI. Please be sure to attach the following material to this questionnaire.

1. Send a copy of your PAC By-Laws and the By-Laws for each of your subcommittees.

   Place a check mark in the appropriate space:

   We have already sent our By-Laws _______.

   We are now sending our By-Laws ________.

2. Please attach a copy of the summary sheet records of voluntary parental participation in the Follow Through Classroom. (NOTE: DO NOT include records of parent-educators.)

APPENDIX H

PECE - RCS

Category No. Assigned to the "Teacher"	Description of Verbal Behavior	Category No. Assigned to the "Learner"
00	Praises: Praises or encourages the action, behavior, comments, ideas, and/or contributions of the other.	10
01	Accepts: Accepts the action, behavior, comments, ideas, and/or contributions of the other.	11
02	Questions (Amplification): Asks for clarification of the behavior, comments, ideas and/or contributions of the other. Requires verbal response.	12
03	Questions (Closed): Asks a question or requests information with the intent that the other should answer verbally. This type of question usually has one correct answer. Requires a verbal response.	13
04	Questions (Open): Asks a question or requests information with the other should answer verbally. This type of question usually has more than one acceptable answer. Requires verbal response.	14
05	Responds: Gives direct answer or response to questions or requests for information that are initiated by the other; includes answers to ones own questions.	15
06	Initiates: Presents facts, information, and/or opinion concerning the content, subject, or procedures being considered that are self-initiated; expresses ones own ideas; lectures (includes rhetorical questions -- not intended to be answered).	16
07	Directs: Gives directions, instructions, order, and/or assignments to which another is expected to comply.	17
08	Corrects: Tells the other that his answer or behavior is inappropriate or incorrect.	18
09	Rejects: Rejecting or criticizing the behavior, opinion, or judgment of the other; bawling out someone.	19
20	Machine Click: Tape recorder being turned off and on.	
30	Silence: Pauses or short periods of silence.	
40	Other Verbal Behavior: PE talking; other child talking; or mother talking to PE, other child, or herself.	
50	Machine Actions: Beginning of tape, end of tape and tape being turned over.	

APPENDIX I

Doyle Observation Schedule

Teacher-Parent Educator Planning

I. Last Week's Task	T Requests	PE Reports	PPO
A. Mentioned briefly			
B. PEs feelings about how task went			
C. Problems in teaching task to mother			
D. Mother's feelings about how task went			
E. Child's reaction to task			
F. Alternative teaching styles which could have been used to improve delivery			
G. Modifications for future use of task			
H. Some future task or task idea based on feedback from last week's task (other than mother suggestions)			
I. Use of this week's task as a result of feedback from 1st week's task			
J. Mother's suggestions for future tasks or task ideas			
K. Mother's ability to do task			
L. Refers to PEWR sheet or specific item on PEWR sheet			

II. This Week's Task	T Does	T Directs PE to do w/mother	PE Does
A. Introduction and Overview			
1. Mentions general content of task briefly			
2. Elaborates on content of task (explains in detail)			
3. Lets learner view task materials			
4. Lets learner view and manipulate task materials			
5. Gives reason directly related to school subject for doing task			
6. Gives reason related to learning a skill for doing task			
7. Gives reason other than skill or school subject for doing task			
8. Asks if learner understands reason for doing task			
9. Encourages learner to ask questions			
10 Comments on appropriateness of task for a particular child			
11. Discusses alteration of task for needs of a particular child			
12. Reads directly from or refers to task sheet			
13. Details procedures to be used in teaching task to another			
14. Details questions to be asked in teaching task to another			
15. Asks learner to show how overview should be given.			

(check both T & PE when both involved)

	T Does	T Directs PE to Do w/ mother	PE Does
II. This Week's Task Continued			
B. Task Materials			
1. Lets learner view task materials			
2. Lets learner view and manipulate task materials			
3. Labels or describes materials to learner			
4. Asks learner to label or describe materials			
5. Describes physical space (area) needed for task			
6. Emphasizes use of home materials when possible			
7. Suggests alternate materials which could be used in task			
8. Asks if task materials are available in the home			
9. Encourages learner to ask questions			
C. Elaboration on Body Task: Use of Teaching Behaviors (How Content of Task is Taught)			
1. Discusses method of task delivery			
2. Clarifies task "jargon"			
3. Clarifies facts, concepts included in task			
4. Asks learner to clarify facts, concepts included in task			
5. Asks learner to explain what he is expected to do as his part in task			
6. Teacher occupies center of attention			
7. Makes learner center of attention			
8. Makes doing something center of learner's attention			
9. Elicits questions from learner concerning task content			
10. Remains detached from learner activities			
11. Participates in learner activities			
12. Interrupts learner verbally			
13. Interrupts learner physically			
14. Asks learner to support answer or opinion with evidence			
15. Corrects learner with reason			
16. Corrects learner without reason			
17. Gives inaccurate or confusing information			
18. Provides answer to learner who seems confused or hesitant			

	T Does	T Directs PE To Do w/ mother	PE Does
II. This Week's Task continued			
19. Gives learner time to think about problem			
20. Involves learner in uncertain or difficult situation (to PE - What would you do if ______________ happened? etc.)			
21. Role plays first			
22. Makes reference to learner's and/or child's personal experience			
23. Alters task or materials and role plays again			
24. Learner approximates (imitates) T's doing of task (e.g., imitates ideas, uses same number of items to do task)			
25. Insincere ("over") praise (T says - Let's see if I can do ______________ as well as you did (condescension) (code only if very evident) (always verify with second person)			
26. Clarifies (states clearly) role of self in role-playing			
27. Clarifies (states clearly) role of learner in role-playing			
28. Asks learner to apply specific previous learning to new situation			
D. Extending the Task and Future Tasks			
1. Suggests ways to extend task vertically			
2. Suggests ways to extend task horizontally			
3. Elicits ideas for future tasks from learner			
Miscellaneous			
a. Discusses comprehensive services (social, medical, psychological, etc.)			
b. Mentions next PAC meeting			
c. Specifies time, place, etc. of next PAC meeting			
d. Encourages attendance at next PAC meeting			
e. Discusses other school meetings			

The remainder of this instrument is still being developed.

APPENDIX K

THE PURDUE TEACHER OPINIONAIRE INSTRUMENT CAN BE PURCHASED

AT:

University Book Store
360 State Street
West Lafayette, Indiana 47906

APPENDIX L

Institute for Development of Human Resources
College of Education
University of Florida
Follow Through Project

SOCIAL REACTION INVENTORY

Parent Name________________________City____________________

Child's Name________________________Date____________________

Child's Teacher________________________Collected By____________________

I More Strongly Believe That:

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children today is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's troubles result from the mistakes they make.

3. a. One of the biggest reasons why we have wars is because people don't take enough interest in government.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

   b. It is the sad truth that an individual's worth often passes without being recognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is "hot air."

   b. Most students don't realize how much their grades are influenced by accident or chance.

6. a. Without the right breaks one cannot be a good and able leader.

   b. Able people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try, some people just don't like you.

   b. People who can't get others to like them, don't understand how to get along with others.

8. a. What a person is born with plays the biggest part in determining what they are like.

   b. It is one's experiences in life which determine what they are like.

9. a. I have often found that what is going to happen will happen.

   b. Putting trust in fate has never turned out as well for me as making a plan to take a certain course of action.

10. a. In the case of the well prepared student there is hardly ever such a thing as an unfair test.

    b. Many times test questions tend to be so different from class work, that studying is really a waste of time.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government plans.

    b. This world is run by a few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or back luck anyhow.

14. a. There are certain people who are just no good.

    b. There is some good in everybody.

15. a. In my case, getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by tossing a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b. Getting people to do the right thing depends upon being able, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are pushed around by forces we can neither understand, nor control.

    b. By taking an active part in government and social affairs the people can control world events.

18. a. Most people don't realize the point to which their lives are controlled by accident and chance.

    b. There is really no such thing as "luck."

19. a. One should always be willing to admit his mistakes.

    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are made up for by the good ones.

    b. Most troubles are the result of lack of know-how, lack of knowledge, being lazy, or all three.

22. a. With enough effort we can clean up dirty government.

    b. It is difficult for people to have much control over the things government leaders do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

    b. The harder I study the better grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck plays an important part in my life.

26. a. People are lonely because they don't try to be friendly.

    b. There is not much use in trying too hard to please people--if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I cannot understand why politicians behave the way they do.

    b. In the long run, the people are responsible for bad government on a national as well as on a local level.

Adapted by Larry M. Bilker, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601, from the Rotter I-E Scale.

APPENDIX L

Institute for Development of Human Resources
College of Education
University of Florida
Follow Through Project

HOW I SEE MYSELF SCALE

Parent Name______________________________City____________________

Child's Name______________________________Date____________________

Child's Teacher___________________________Collected By____________

1.	Nothing gets me too mad	1	2	3	4	5	I get mad easily and explode
2.	I don't stay with things and finish them	1	2	3	4	5	I stay with something till I finish
3.	I'm very good at drawing	1	2	3	4	5	I'm not much good in drawing
4.	I don't like to work with others	1	2	3	4	5	I like to work with others
5.	I wish I were smaller (taller)	1	2	3	4	5	I'm just the right height
6.	I worry a lot	1	2	3	4	5	I don't worry much
7.	I wish I could do something with my hair	1	2	3	4	5	My hair is nice-looking
8.	Teachers like me	1	2	3	4	5	Teachers don't like me
9.	I've lots of energy	1	2	3	4	5	I haven't much energy
10.	I am ignored at parties	1	2	3	4	5	I am a hit at parties
11.	I'm just the right weight	1	2	3	4	5	I wish I were heavier (lighter)
12.	Women don't like me	1	2	3	4	5	Women like me a lot
13.	I'm very good at speaking before a group	1	2	3	4	5	I'm not much good at speaking before a group
14.	My face is pretty (good looking)	1	2	3	4	5	I wish I were prettier (good looking)
15.	I'm very good in music	1	2	3	4	5	I'm not much good in music
16.	I get along well with teachers	1	2	3	4	5	I don't get along with teachers
17.	I don't like teachers	1	2	3	4	5	I like teachers very much
18.	I don't feel at ease, comfortable inside myself	1	2	3	4	5	I feel very at ease, comfortable inside myself
19.	I don't like to try new things	1	2	3	4	5	I like to try new things

20.	I have trouble controlling my feelings	1	2	3	4	5	I can handle my feelings
21.	I did well in school work	1	2	3	4	5	I didn't do well in school
22.	I want men to like me	1	2	3	4	5	I don't want men to like me
23.	I don't like the way I look	1	2	3	4	5	I like the way I look
24.	I don't want other women to like me	1	2	3	4	5	I want other women to like me
25.	I'm very healthy	1	2	3	4	5	I get sick a lot
26.	I don't dance well	1	2	3	4	5	I'm a very good dancer
27.	I write well	1	2	3	4	5	I don't write well
28.	I like to work alone	1	2	3	4	5	I don't like to work alone
29.	I use my time well	1	2	3	4	5	I don't know how to plan my time
30.	I'm not much good at making things with my hands	1	2	3	4	5	I'm very good at making things with my hands
31.	I wish I could do something about my skin	1	2	3	4	5	My skin is nice-looking
32.	School was never interesting to me	1	2	3	4	5	When I was in school it was interesting to me
33.	I don't do my housework well	1	2	3	4	5	I do a good job at housework
34.	I'm not as smart as the others	1	2	3	4	5	I'm smarter than most of the others
35.	Men like me a lot	1	2	3	4	5	Men don't like me
36.	My clothes are not as I'd like	1	2	3	4	5	My clothes are nice
37.	I liked school	1	2	3	4	5	I didn't like school
38.	I wish I were built like others	1	2	3	4	5	I'm happy with the way I am
39.	I don't read well	1	2	3	4	5	I read very well
40.	I don't learn new things easily	1	2	3	4	5	I learn new things easily

---

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

APPENDIX M

THE I FEEL ME FEEL IS AVAILABLE THROUGH:

Dr. Ernest Bentley
2436 Pangborn Circle
Decatur, Georgia 3033

404-266-2342

APPENDIX N

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

Cincinnati Autonomy Test Battery
Child Score Form

Child's Name______________________________ Tester________________

School__________________________________ Date__________________

Community_______________________________ Grade_____ Sex___ Race___

Task Initiation: (Circle proper rating)

1. No initiation. Child sat with hands in lap and watched E. Child sat and looked about the room.
2. Minimal contact: No real involvement is shown - child touched figures but withdrew. Child knocked figure down and immediately withdrew.
3. Initiation but minimal involvement. Child moves figures about randomly but no organization. Child lays all figures down - no systematic play.
4. Initiation - high degree of involvement - organized activity. Child pairs all animals or stands them side by side. Child groups figures and puts them inside barricade. Child puts figures on top of one another.

October, 1972

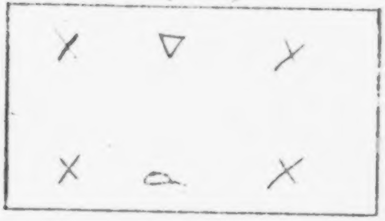
Curiosity Box

								Verbalization			
	Activity							LX Related		Other	
Time	Manip. Explor.	Tact. Explor.	Visual Explor.	Other	Move Subject	Move.-box	Time	Quest &/or Comment	Fantasy	Quest &/or Comment	Fantasy
.50	me	te	ve	other	m-s	m-b	.50	q &/or c	fan	q &/or c	fan
1.00	me	te	ve	other	m-s	m-b	1.00	q &/or c	fan	q &/or c	fan
1.5	me	te	ve	other	m-s	m-b	1.50	q &/or c	fan	q &/or c	fan
2.00 Prompt	me	te	ve	other	m-s	m-b	2.00 prompt	q &/or c	fan	q &/or c	fan
2.50	me	te	ve	other	m-s	m-b	2.50	q &/or c	fan	q &/or c	fan
3.00 Term	me	te	ve	other	m-s	m-b	3.00 term	q &/or c	fan	q &/or c	fan
3.50	me	te	ve	other	m-s	m-b	3.50	q &/or c	fan	q &/or c	fan
4.00	me	te	ve	other	m-s	m-b	4.00	q &/or c	fan	q &/or c	fan
4.50	me	te	ve	other	m-s	m-b	4.50	q ~~&/or c~~	fan	q &/or c	fan
5.00	me	te	ve	other	m-s	m-b	5.00	q &/or c	fan	q &/or c	fan

Response Variability

Score (number of different ways)________

1



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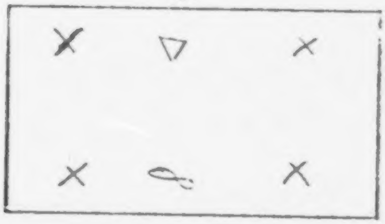

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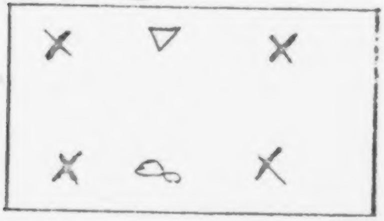

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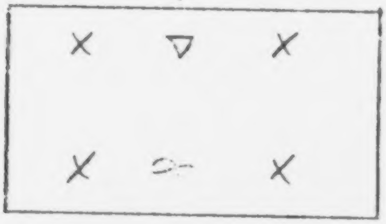

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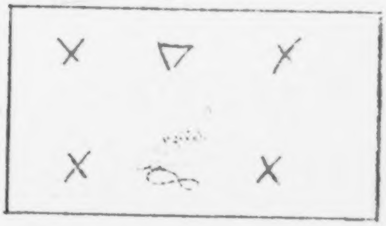

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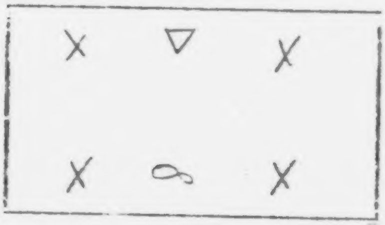

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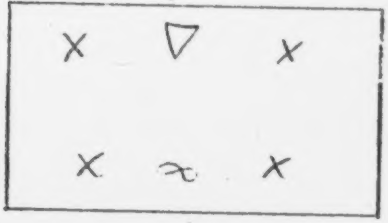

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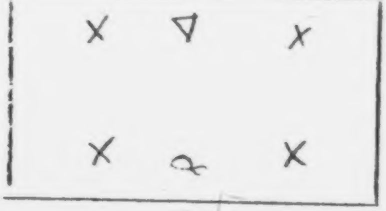

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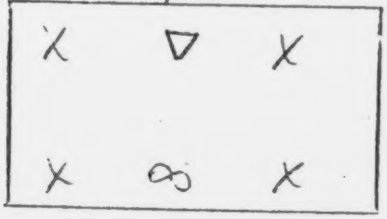

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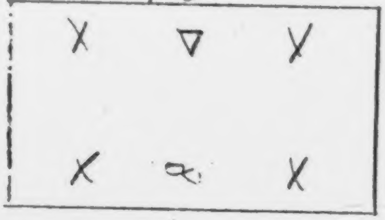

APPENDIX O

July, 1972

This Booklet to be retained by parent educator

PARENT EDUCATOR WEEKLY HOME VISIT REPORT

1972-1973 School Year

THIS WEEK'S VISIT

Col. 21 How many times was the visit attempted this week?
1. one
2. two
3. three
4. four
5. more than four
6. not attempted

Col. 22 The visit was:
1. completed

Not completed because:

2. it was cancelled by mothering one with no reason given
3. it was cancelled by mothering one with reason given
4. it was cancelled by PE with reason given
5. mothering one refuses participation in the Florida Model
6. other (weather, car broke, death, school holiday, etc.)

Col. 23 With whom was the visit made?
1. mother
2. father
3. other adult
4. brother or sister
5. other minor

Col. 24 During the home visit, the mothering one:
1. went out of her way to make me feel welcome (laughed, joked, etc.)
2. made me feel comfortable (smiled, talked openly, etc.)
3. went about the visit in a business-like way (cooperated...answered questions, did the task, etc.)
4. would not cooperate (did not answer questions, would not pay attention, was busy with other things)
5. actively resisted the visit (was discourteous, said bad things about the program, asked me to leave...)

Col. 25 During the visit the Follow Through child was:
1. available and was taught the task
2. available and was not taught the task
3. not available

Col. 26 During the visit there were disturbances in the room such as other adults, loud TV, crying baby, etc., which:
1. were not serious
2. caused some problem to the home visit
3. completely disturbed the home visit
4. there were no disturbances

Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

THIS WEEK'S TASK

Cols. 27, 28, 29, and 30
Which main task was presented (or re-presented) today? Place the four digit task number in Cols. 27, 28, 29, and 30. If you present task 0006 mark 0 in Col. 27, 0 in Col. 28, 0 in Col. 29, and 6 in Col. 30. If no main task was presented, then columns 27 through 36 should be filled in with 0's.

Col. 31 This week's task was developed by:
1. University of Florida
2. school
3. a parent
4. other

Col. 32 How did you present the main task?
1. told her
2. told her and showed her
3. told her, showed her, and had her tell me in her own words
4. told her, showed her, and did it together
5. told her, showed her, did it together, and then reversed roles of teacher and learner

Col. 33 How did the mothering one react to your instructions for the main task?
1. interested - reacted positively (nodded, smiled, asked questions, etc.)
2. neutral - listened but showed little positive or negative response
3. disinterested - reacted negatively (frowned, objected, belittled)

Col. 34 What kind of variations did the mothering one do when presenting task back?
1. presented it back exactly as it was presented
2. used different words in presenting task back
3. extended the task in presenting it back
4. did not present it to me

Col. 35 When you watched the mothering one teach the child the task:
1. the mothering one used all the DTB's which I stressed to her
2. the mothering one used some of the DTB's which I stressed to her
3. the mothering one used none of the DTB's which I stressed
4. the mothering one did not teach the task to the child

Col. 36 Did you adapt the task for this particular mother?
1. no-did it exactly as written
2. yes-after discussion with teacher
3. yes-after finding an unexpected situation or resource in the home
4. yes-after mothering one made suggestion during presentation

LAST WEEK'S TASK

Cols. 37, 38, 39, and 40
Which main task was presented, re-presented, or simply left in the home last week? Place the four digit task number in Cols. 37, 38, 39, and 40. If you presented task 0006 mark 0 in Col. 37, 0 in Col. 38, 0 in Col. 39 and 6 in Col. 40. If no main task was presented then columns 37 through 40 should be filled in with 0's.

Col. 41 Last week's task was:
1. attempted with the Follow Through child
2. not attempted with the Follow Through child

If 2 in Col. 41, then enter 0's in columns 42 through 49

Col. 42 Mothering one said that the child was ______________________ in the task. Choose one to fill in the blank.
1. highly interested
2. mildly interested
3. not interested
4. this information not requested
5. this information requested but not given

Col. 43 Mothering one said that the child was ______________________ in the last task. Choose one to fill in the blank.
1. highly successful
2. mildly successful
3. not successful
4. this information not requested
5. this information requested but not given

Col. 44 The mothering one said last week's task was:
1. important
2. of some importance
3. of no importance
4. this information not requested
5. this information requested but not given

Col. 45 The mothering one stated that the last task was:
1. too difficult for the child
2. just right for the child
3. too easy for the child
4. this information not requested
5. this information requested but not given

Col. 46 Who presented last week's task to the Follow Through child?
1. mother
2. father
3. brother
4. sister
5. other
6. two or more of the above
7. information not available or no one presented the task

Col. 47 How much time during the past week was spent teaching the task to the child in the home?
1. more than 3 hours
2. from 2 to 3 hours
3. from 1 to 2 hours
4. less than 1 hour
5. this information not requested
6. this information requested but not given

Col. 48 How much time did the mothering one say the child spent on the task last week?
1. more than 3 hours
2. from 2 to 3 hours
3. from 1 to 2 hours
4. less than 1 hour
5. she did not say

HOME-SCHOOL INFORMATION

Col. 49 How much time was spent with the teacher in planning this week's home visit?
1. less than 15 minutes
2. 30 minutes
3. 45 minutes
4. one hour
5. there was no planning period

Col. 50 How much time was spent with the teacher in talking about the visit afterwards?
1. less than 15 minutes
2. 30 minutes
3. 45 minutes
4. one hour
5. there was no follow-up conference

Col. 51 Did the mothering one visit the school last week?
1. yes
2. no
3. PE does not know

Col. 52 Did the mothering one work in the classroom last week?
1. yes
2. no
3. PE does not know

Col. 53 Did the mothering one attend any parent group meeting at the school last week? (not counting PAC)
1. yes
2. no
3. PE does not know

Col. 54 Did the mothering one or any of the child's relatives attend the last PAC meeting?
1. yes
2. no
3. PE does not know

Col. 55 Did you discuss the last PAC meeting with the mothering one?
1. yes
2. no

Col. 56 Did you tell the mothering one about the next PAC meeting?
1. yes
2. no

Col. 57 Was the child's school behavior discussed during the home visit?
1. yes
2. no

Col. 58 Were plans discussed or made for the mother to visit the school?
1. yes
2. no

GENERAL INFORMATION

Col. 59 Were songs, nursery rhymes, toy making, rhythm games or other enrichment materials presented to the mothering one for any child in the family (not including the task or task materials). 1. yes 2. no

Col. 60 Did you discuss comprehensive services? 1. yes 2. no

Col. 61 Did you ask mothering one for suggestions for tasks 1. yes 2. no

Col. 62 Were suggestions for tasks given to you? (Please write on a sheet of paper and give to your teacher.) 1. yes 2. no

Col. 63 Did the mother suggest a problem and ask for a special task to help her child in a special skill? 1. yes 2. no

Col. 64 Did the mother assign any special duties to the child during the week? (clean room, set table, rake yard, etc.) 1. yes 2. no

Col. 65 Did you see the child's work displayed in the home? 1. yes 2. no

TEACHING BEHAVIOR

During the home visit did you both show and tell the mothering one how to:

Col. 66	Get the learner to ask questions?	1. yes 2. no
Col. 67	Ask the learner questions that have more than one answer?	1. yes 2. no
Col. 68	Get the learner to use more than one word when answering questions?	1. yes 2. no
Col. 69	Use praise and encouragement when the learner did well?	1. yes 2. no
Col. 70	Get the learner to make choices on the basis of evidence or standards?	1. yes 2. no
Col. 71	Give the learner time to think about the problem?	1. yes 2. no
Col. 72	Introduce new materials and let the learner become familiar with them before teaching the task?	1. yes 2. no

APPENDIX O

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

THE HOME ENVIRONMENT REVIEW

This questionnaire and rating schedule is designed to be administered and scored by parent educators. Information derived from this Home Environment Review (HER) may be used to determine what happens in a child's home which may affect the way the child learns at school. Tasks may be developed to change some of the conditions in the home which are reflected by this scale.

The HER has nine (9) sections, each of which is divided into two parts. Part one is a questionnaire and part two is a rating scale. The parent educator first asks the parent the questions and records the parent's answers in the home. Then upon leaving the home, the parent educator rates these responses from a low score of 1 to a high score of 5. Nine ratings are made.

The original answers given by parents are retained by the teacher and parent educator and are used as an aid in task development. The nine ratings are sent to the University of Florida.

August, 1972

HOME ENVIRONMENT REVIEW (HER)

Parent's Name____________________

Child's Name____________________

Ask these questions of mothering one:

EXPECTATIONS FOR CHILD'S SCHOOLING

1. How much schooling do you expect your child will receive?

____

____

____

2. How well do you think he/she will do in school?

____

____

____

HOME ENVIRONMENT REVIEW (HER)

Parent's Name____________________

PEs Name____________________

Teacher's Name____________________

City____________________Date__________

Child's Name____________________

MARK ONLY ONE BOX WITH AN "X"

Expects child to finish college	5	☐
Expects child to complete high school	4	☐
Expects child to finish elementary school	3	☐
Expects child to complete some elementary school	2	☐
Not much expectation for child to receive schooling	1	☐

AWARENESS OF CHILD'S DEVELOPMENT

1. At home did/does your child learn quickly to do anything?________If yes, what?______________________________

____

Is your child good at anything?________
If yes, what?______________________________

____

Based on what your child can learn quickly, what would he be good at in school?

____

____

2. At home did/does your child have trouble learning to do anything?_______
If yes, what?______________________________

____

Are there things that your child is not so good at?__________If yes, what?

____

____

Based on what your child found difficult to do at home, what subjects would you think he might find troublesome at school?

____

____

MARK ONLY ONE BOX WITH AN "X"

Mother understands that both the child's strengths and weaknesses can be related to his school behavior	5	☐
Mother understands that child's strengths may be related to school behavior but she does not see weaknesses are also related to school behavior	4	☐
Mother can see the child has both strengths and weaknesses	3	☐
Mother can see the child has strengths but no weaknesses, or weaknesses but no strengths	2	☐
Mother does not seem to be aware of any particular strengths or weaknesses in her child	1	☐

REWARDS FOR INTELLECTUAL ATTAINMENT

1. While teaching your child when do you reward him/her and when do you punish him/her? ____________________

____

____

____

2. How do you reward him/her?

____

____

____

3. How do you punish him/her?

____

____

____

4. If you were given a report card showing how your child worked at school, how would you use it?

____

____

____

____

MARK ONLY ONE BOX WITH AN "X"

A clear cut system for giving rewards and punishment is used when parent is teaching child	5	☐
Mother is aware that it is important to reward child when he is correct	4	☐
Child is often punished for making mistakes, but seldom is child rewarded for being correct	3	☐
Inconsistent! Mother rewards one minute, punishes the next minute	2	☐
Child is seldom rewarded when being taught	1	☐

PRESS FOR LANGUAGE DEVELOPMENT

1. How well do you feel your child is learning to speak English?

____

____

____

2. Do you find it necessary to help your child learn to speak better?

____

____

____

If so, what ways do you help him/her speak better?

____

____

____

____

MARK ONLY ONE BOX WITH AN "X"

A great deal of attention is spent developing child's correct use of English 5 ☐

A conscious effort is made to improve child's language 4 ☐

Corrections in child's speech are sometimes made 3 ☐

Mother is aware that language development is important in child but does little about it 2 ☐

Mother pays little or no attention to the way child speaks 1 ☐

AVAILABILITY AND USE OF SUPPLIES FOR LANGUAGE DEVELOPMENT

1. Do you get any newspapers or magazines?

____

If so, what are they?________________________

____

____

____

2. Do you buy any books for your child?

__________What was the last one you

bought?______________________________

____

____

3. Have you a dictionary?______________

What kind?____________________________

____

Has your child a dictionary?___________

How often is it used?________________

____

MARK ONLY ONE BOX WITH AN "X"

Dictionaries, books, children's books, newspapers, and magazines are in the home 5 ☐

Books, children's books, newspapers and magazines are in the home 4 ☐

Children's books, newspapers and magazines are in the home 3 ☐

Either newspapers or magazines are in the home 2 ☐

Neither newspapers nor magazines are in the home 1 ☐

LEARNING OPPORTUNITIES OUTSIDE THE HOME

1. Do you ever get a chance to take a vacation?________If yes, do you go anywhere that might help your child to learn?______If yes, give example

____

____

____

2. Do you or your husband play with child outdoors or anywhere outside the home?______If yes, do you try to teach him/her anything when you are playing with him?__________________

If yes, give example__________________

____

____

____

3. Have you ever felt that you have taught your child something while you were outside the home, in the store ______church______car______or anywhere else______ If so, what?______________

____

____

____

How did you accomplish this teaching?

____

____

____

MARK ONLY ONE BOX WITH AN "X"

Parents make a clearcut effort to teach child outside the home	5	☐
Parents make much effort to teach child outside the home	4	☐
Parents make some effort to teach child outside the home	3	☐
Parents make little effort to teach child outside the home	2	☐
Parents pay no attention to teaching child outside home	1	☐

MATERIALS FOR LEARNING IN THE HOME

1. Do you let your child operate any appliances?______If yes, which ones?

____

____

____

How long have you allowed this?

____

____

What are your reasons for having your child operate or not operate appliances?

____

____

____

2. Has your child a place of his own to do school work or play at doing school work?

____

3. What kind of supplies are available for him to work with? (Observe and place X on appropriate lines)

Coloring books_____ Paste_____

Crayons_______ Paper_____

Paints_______ Ruler_____

Other (specify)________________________

____

____

MARK ONLY ONE BOX WITH AN "X"

A systematic attempt is made to provide materials and situations for learning in the home	5	☐
Many attempts are made to provide materials and situations for learning in the home	4	☐
Some attempts are made to provide materials and situations for learning in the home	3	☐
Few materials or situations are made available for learning in the home	2	☐
No materials or situations are made available for learning in the home	1	☐

READING PRESS

1. Do you ever get anything to read for your child from the library?________
If yes, why?______________________________

____

____

2. Do you have your own library of books?______

3. Have you bought any books or other reading materials for your child recently?______If so, what?

____

____

____

4. Do you read to your child?________

If so, why?______________________________

____

____

____

MARK ONLY ONE BOX WITH AN "X"

A systematic effort is made to use reading materials to teach child	5	☐
Library books and other reading materials are available and used to teach child	4	☐
A library book has been brought home	3	☐
Books are in the home - none from library	2	☐
Not much reading material in the home	1	☐

TRUST IN SCHOOL

1. If a child begins school poorly do you think he could get a bad reputation?

Yes______ No________

2. Could a bad reputation which a child gets at first last all through school?

Yes______ No________

3. What can be done to prevent a child from getting a bad reputation in school?

____

____

____

____

____

4. Is there any way that your child might not benefit from going to school?______________________

____

____

____

5. When it comes to treating your child fairly, how reasonable are the people who run the school?

____

____

____

MARK ONLY ONE BOX WITH AN "X"

A great deal of trust of school 5 ☐

More trust of school 4 ☐

Some trust of school 3 ☐

Little trust of school 2 ☐

No trust of school 1 ☐

APPENDIX P

Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

PARENT RESPONSE REPORT

Community________________________ Parent____________________

Please read each statement carefully, then place an X in the appropriate box on the right.

		YES	NO	DON'T KNOW
1.	Do parents help make decisions for the program?	☐	☐	☐
2.	Do parents contribute to a monthly bulletin of program events?	☐	☐	☐
3.	Do parents help in recruiting paid and volunteer workers in the program?	☐	☐	☐
4.	Is the PAC meeting run by school people?	☐	☐	☐
5.	Do parents help determine the health, social, and psychological services needed?	☐	☐	☐
6.	Do parents help in solving problems that arise in the program?	☐	☐	☐
7.	Does your PAC have an executive committee?	☐	☐	☐
8.	Is the PAC chairman in full control of PAC meetings?	☐	☐	☐
9.	Do you know the name of the PAC chairman?	☐	☐	☐
10.	Has your PAC made five (5) decisions this year?	☐	☐	☐
11.	Do parents help decide job requirements for selecting all paid and volunteer workers?	☐	☐	☐
12.	Do you know who is eligible to vote in the PAC election?	☐	☐	☐
13.	Was the PAC chairman elected by the PAC members?	☐	☐	☐

		YES	NO	DON'T KNOW
14.	Does the PAC have any funds under its complete control?	☐	☐	☐
15.	Do you know how these PAC funds are used?	☐	☐	☐
16.	Do you have representatives from community organizations actively involved in your PAC?	☐	☐	☐
17.	Do you help in the selection of professional staff?	☐	☐	☐
18.	Does your PAC have a set of bylaws?	☐	☐	☐
19.	Can you get an item on the agenda?	☐	☐	☐
20.	Do you know how often your PAC meets?	☐	☐	☐
21.	Are parliamentary procedures used in the election of your PAC officers?	☐	☐	☐
22.	Are your PAC meetings open to all parents?	☐	☐	☐
23.	Do most parents attend PAC meetings?	☐	☐	☐
24.	Does someone take minutes at the PAC meeting?	☐	☐	☐
25.	Are you informed of your PAC meetings?	☐	☐	☐
26.	As a PAC member do you feel directly involved in the project?	☐	☐	☐
27.	Do parents play a part in the Follow Through Program other than as parent educators and volunteers?	☐	☐	☐
28.	Are there any sub-committees in your PAC?	☐	☐	☐
29.	Does the general consultant meet with the PAC?	☐	☐	☐
30.	Does the model sponsor consultant or representative meet with the PAC?	☐	☐	☐

APPENDIX P

1971-72 Data Summary for Eleven Communities

Parent Response Report

Item	Pre			Post		
	Yes	No	%Yes	Yes	No	%Yes
(1)	1,244	637	66.14	1,426	473	75.09
(2)	660	1,221	35.09	797	1,101	41.99
(3)	739	1,142	39.29	824	1,073	43.44
(4)*	755	1,126	40.14	838	1,060	44.15
(5)	1,031	850	54.81	1,172	722	61.88
(6)	1,259	622	66.93	1,378	517	72.72
(7)	914	967	48.59	1,181	713	62.35
(8)	837	1,044	44.50	1,011	883	53.38
(9)	812	1,069	43.70	1,061	834	55.99
(10)	366	1,515	19.46	651	1,243	34.37
(11)	550	1,331	29.24	652	1,245	34.37
(12)	823	1,058	43.75	1,040	855	54.88
(13)	1,030	851	54.76	1,230	664	64.94
(14)	650	1,231	34.56	808	1,088	42.62
(15)	633	1,248	33.65	842	1,055	44.39
(16)	685	1,196	36.42	844	1,053	44.49
(17)	367	1,514	19.51	403	1,494	21.24
(18)	767	1,114	40.78	988	909	52.08
(19)	773	1,108	41.10	983	912	51.87
(20)	1,199	682	63.74	1,425	473	75.08
(21)	844	1,036	44.87	1,023	871	54.01
(22)	1,434	447	76.24	1,545	353	81.40
(23)	590	1,290	31.37	709	1,183	37.47
(24)	1,211	670	64.38	1,349	547	71.15

*No is Appropriate

Item	Pre			Post		
	Yes	No	%Yes	Yes	No	%Yes
(25)	1,475	406	78.42	1,627	268	85.86
(26)	905	976	48.11	1,090	802	57.61
(27)	1,176	705	62.52	1,299	599	68.44
(28)	553	1,328	29.40	765	1,130	40.37
(29)	877	1,004	46.62	1,031	867	54.32
(30)	874	1,007	46.46	1,029	823	55.56

APPENDIX Q

School____________________ Grade____________ Date____________

Name (T)____________________ Time____________

Name (PE)1.____________________

2.____________________

TAXONOMY OF CLASSROOM ACTIVITIES
Teacher-Aide Instructional Activities

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5		PE 1	PE 2	PE 3	PE 4	PE 5
					1.0 Housekeeping					
					1. Dusts, cleans, etc.					
					2. Helps children with clothing					
					3. Arranges furniture					
					4. Keeps order (babysitting)					
					5. Posts bulletin board					
					6. Takes monitoring responsibility (bus, lunch, snacks, lavatory, recess)					
					2.0 Clerical					
					1. Collects monies					
					2. Collects papers					
					3. Takes attendance					
					4. Duplicates materials					
					5. Distributes materials					
					6. Fills out routine reports					
					7. Gives tests					
					8. Maintains inventory					
					9. Maintains instructional material file					
					10. Keeps records					
					3.0 Materials					
					1. Locates materials					
					2. Makes bibiliography					
					3. Sets up displays					
					4. Sets up demonstrations (prepares materials)					
					4.0 Instruction					
					4.1 Teaching					
					1. Tutors individual					
					2. Organizes play activity					
					3. Selects materials					
					4. Develops materials					
					5. Teaches total group					
					6. Teaches small group					
					7. Disciplines					
					8. Organizes group for instruction					
					9. Makes judgments					
					4.2 Planning					
					10. Plans, organizes meetings					
					11. Plans bulletin board					
					12. Plans lesson (small group, large group)					
					5.0 Evaluation					
					1. Grades papers					
					2. Makes anecdotal records					
					3. Uses Systematic Observation Schedule					
					4. Organizes case study					
					5. Evaluates materials					
					6. Makes test					
					7. Interprets test results					

January, 1972

APPENDIX R

Role of the Follow Through Teacher

	Expectations	Time Provided	Training	Support	Pre-requisite
1.	The teacher will develop with the parent educator a weekly schedule of home visits, task development, and classroom activities.	Variable (Suggested: 2 hrs. at beginning of school yr; ½ hr. for schedule revision as needed.)	preservice workshop	visiting consultant, coordinator, principal, team leader.	knowledge of time and travel involved in activities
2.	The teacher will plan with the parent educator for home visits, tasks, classroom activities	minimum of 5 hrs. per week (for PEs)	pre-service workshop, regular monthly inservice training	visiting consultant, coordinator, team leader, principal	must be willing and able to listen to and plan with PE
3.	The teacher will encourage parent educator to present specific activities once a week in the home for parent to perform with their children	included in the planning (#2)	"	"	must be willing and able to listen to and plan with PE
4.	The teacher will encourage parent educator to serve as a first line contact for comprehensive services	included in the planning (#2)	bi-monthly local inservice trng.	ancillary staff	interest in community service
5.	The teacher will encourage parent educator to carry PAC information, school information, as well as parent involvement ideas to the home and take back to the school parental concerns and ideas.	included in the planning (#2)	"	visiting consultant onsite coordinator, team leader, principal	already listed under 2, 3
6.	The teacher will supervise the parent educator in working with individual children, small groups of children, and large groups of children in the classroom	Variable: (Suggested: 4 hrs. per week for 2 PEs)	"	"	knowledge of supervisory techniques and motivation to implement them

Role of the Follow Through Teacher (contd.)

	Expectations	Time Provided	Training	Support	Pre-requisite
7.	The teacher should attend PAC meetings	Variable (Suggested: 2 hrs. per month)	--	--	--
8.	The teacher talks and listens to a variety of people: 1. Parents 2. Parent educators 3. School administrators 4. PAC	already allotted in #2	pre-service-workshop trng. - on-site monthly visit	visiting consultant, on-site coordinator, team leader,principal	must be willing and able to listen and talk to parents, PEs, PAC, etc.
9.	The teacher reviews records the PE keeps of her home visits	see #2	"	"	knowledge of PEWR and other instruments already listed under 2,3
10.	The teacher will encourage parent educator to obtain ideas for learning activities from parents	see #2	"	"	"
11.	The teacher will encourage parent educator to encourage parents to come to school in order to participate in classroom activities	see #2	"	"	"
12..	Teacher will act as referral agent to comprehensive services for children and parents	see #2	see #4	see #4	knowledge of comprehensive services

Role of the Follow Through Parent Educator (contd.)

	Expectations	Time Provided	Training	Support	Pre-requisite
7.	The parent educator should attend PAC meetings	2 hrs. per month	--	--	--
8.	The parent educator will talk and listen to a variety of people: 1. parents 2. teachers 3. school administrators 4. PAC	part of the home visit and school activity's time - already allotted	1 wk. pre-service trng. - onsite monthly visits	visiting consultant onsite coordinator	already listed under 1, 2, 3
9.	The parent educator will keep records of her home visits	4 hrs. per week	"		must be able to read and write
10.	The parent educator will obtain ideas for learning activities from parents	part of the home visit	"		already listed under 1, 2, 3
11.	The parent educator will encourage parents to come to school in order to participate in classroom activities	part of the home visit	"		"
12.	The parent educator will adhere to school policies concerning attendance, punctuality, calling in when delayed, etc.				

APPENDIX R

Role of the Follow Through Parent Educator

	Expectations	Time Provided	Training	Support	Pre-requisite
1.	The parent educator will visit homes once a week	1 hr. per week per parent	1 wk. pre-service regular monthly inservice trng.	visiting consultant onsite coordinator	must be able to talk to parents in their own language - must be able to use private or public transportation *
2.	The parent educator will plan with the teacher home visits, tasks, classroom activities	2 1/2 hrs. per week	"	"	must be willing to listen to and plan with teacher
3.	The parent educator will present specific activities once a week in the home for parent to perform with their children	included in the home visit	"	"	must be willing to listen and plan with parents
4.	The parent educator will serve as a first line contact for comprehensive services and refers through teacher	1/2 hr. inservice per week	bi-monthly local inservice trng.	ancillary staff	interest in community service
5.	The parent educator will carry PAC information, school information, as well as parent involvement ideas to the home and take back to the school parental concerns and ideas	part of the 1 hr. home visit and 3 hrs. planning	"	visiting consultant onsite coordinator	already listed under 1, 2, 3
6.	The parent educator will work with individual children, small groups of children, large groups of children in the classroom, and other educational experiences specified by the teacher (e.g.: field trip)	13 hrs. per week	"	"	must like to wor with children

*to get to homes must like to visit parents

APPENDIX R

Role Expectancies of the Follow Through Principal

(Developed by participants in the
Follow Through Principal's workshop, July 12, 1972, Gainesville, Florida)

1. Principal should have a thorough knowledge of the complete program.
    a. The principal should become familiar with the Federal guidelines of the Follow Through Program.
    b. The principal should become familiar with the tenets of the Florida Model by acquainting himself with the annual "Florida Follow Through Proposal."
    c. It is suggested that the principal read the book "Experiments in Primary Education" by Maccoby and Zellner.
    d. It is recommended that the principal confer with the local project coordinator in order to more clearly establish his role in Follow Through.
2. Principal should establish personnel selection procedures that:
    a. will insure the selection of Follow Through teachers and parent educators who have the unique qualities that would enable them to succeed in the program (see Role of Follow Through Teacher and Role of Parent Educator).
    b. will insure the involvement of the PAC personnel selection committee.
3. Principal should make sure that all personnel have a thorough knowledge of the program (e.g.: through inservice training activities).
4. Principal should help bring about a school-wide understanding of the program.
5. Principal must help sell the program to the parents and community.
6. Principal and Project Coordinator must develop a workable relationship to put across the program.
7. Principal should be aware of changes that take place from time to time in the program.
8. Principal should invite community to a meeting to explain what program is all about.
9. Principal should attend all PAC meetings.
10. Principal should help prepare the staff development program within his building.
11. Principal should make home visits with PEs.
12. Principal should meet supportive personnel (e.g. task specialist) to learn what their role is in the program.

13. Principal must help schedule and organize the supportive staff for effective use (e.g. schedules for psychologists, social worker, etc.).

14. Principal must realize that his school will have many visitors and experience a great deal of evaluation and testing.

15. Principal must be sensitive to life styles and values of many groups.

16. Principal should meet with supportive staff frequently.

17. Principal should get to know city-wide PAC chairman.

18. Principal should make sure that Follow Through classes reflect the minimum of 50% low income pupil composition required in the Follow Through guidelines.

19. Principal should maintain close contact with all classroom teams to make sure they are functioning properly.

20. Principal should help evaluate Follow Through teacher and parent educator performance (see Role of Follow Through Teacher and Role of Parent Educator).

21. Principal should oversee the establishment of an administrative and evaluative structure to monitor home visits (e.g.: schedule of home visits, number of home visits per month by parent educator and family, determination of compensatory time off, etc.). He should be aware of home visit problems that teachers and parent educators are unable to solve even to the point of making home visits himself.

22. In planning the schedule for Follow Through classes, the principal should establish that sufficient time be set aside for planning.

    a. Either build the schedule so that an hour a day be set aside for planning, or

    b. Show the teacher how to find planning time.

23. Principal should oversee the evaluation of the Follow Through program in his school.

24. Principal should make provision for parent educators to take part in social affairs (e.g.: luncheons, picnics, etc.).

25. Principal should attempt to provide some type of material rewards (e.g.: money or materials and equipment) for Follow Through Teachers as an incentive for them to meet the extra demands that the program places on them.

26. Principal should oversee systematic feedback to Follow Through teachers and parent educators on how they are performing their jobs. Feedback should not only come from the principal and project coordinator, but also should occur regularly (e.g.: monthly or bi-monthly) within the teaching team.

27. Principal should oversee the establishment of administrative procedures to monitor parent educator activities (e.g.: keeping commitments, tardiness, calling in when delayed, showing up on time, etc.).

APPENDIX S

FOLLOW THROUGH

Teacher Conference Guide

Teacher ______________________________

Parent Educator ______________________________ Date __________

1. Teacher interprets the HER and PEWR data collected by PE.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

2. Teacher plans with PE for a home visit.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

3. Teacher develops tasks with the assistance of PE.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

4. Teacher plans with the parent educator for classroom instructional activities (e.g.: goes over daily lesson plans and helps PE learn teaching skills).

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

5. Teacher supervises the parent educator's classroom instructional activities.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

6. Teacher knows the purpose and nature of the Follow Through Program in her particular school.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

7. Teacher communucates with PE (e.g.: considers her comments and suggestions).

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

8. What are this teacher's strong points in working with PE's?

9. Are there areas in which this teacher needs to improve in working with PEs?

APPENDIX S

FOLLOW THROUGH

Parent Educator Conference Guide

Parent Educator ______________________________

Teacher ______________________________ Date ____________

1. PE administers the HEP, IFMF, and the PEWR.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

2. PE plans with the teacher for a home visit.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

3. PE develops tasks with the assistance of the teacher.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

4. PE plans with the teacher for classroom instruction and instructs individuals and groups in classroom under teacher's direction.

   Yes ________ No ________ Unable to Rate ________

   If no, indicate specific course(s) of action agreed upon.

5. PE teaches task to parent as planned.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

6. PE knows the purpose and nature of the Follow Through Program in her particular school and her role in it.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

7. Teacher has been able to devote more time to pupils who need individual help as a result of the PE's presence in the classroom.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

8. PE has good rapport with children.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

9. PE has shown initiative in helping in the classroom.

Yes ________ No ________ Unable to Rate ________

If no, indicate specific course(s) of action agreed upon.

10. What are this PE's strong points?

11. Are there areas in which this PE needs to improve?